

Evaluation of Nou Manje Pou Nou Aprann McGovern-Dole project in Haiti from 2024 to 2028

Decentralized Evaluation Terms of Reference

WFP Haiti



World Food
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Table of Contents

1. Background.....	1
1.1. Introduction	1
1.2. Context	1
2. Reasons for the evaluation	8
2.1. Rationale.....	8
2.2. Objectives	8
2.3. Stakeholder Analysis	9
3. Subject of the evaluation	12
3.1. Subject of the Evaluation	12
3.2. Scope of the Evaluation	15
4. Evaluation approach, methodology and ethical considerations.....	16
4.1. Evaluation Questions and Criteria	16
4.2. Evaluation Approach and Methodology.....	18
4.3. Evaluability assessment	20
4.4. Ethical Considerations.....	21
4.5. Quality Assurance.....	22
5. Organization of the evaluation.....	23
5.1. Phases and Deliverables	23
5.2. Evaluation Team Composition	24
5.3. Roles and Responsibilities	25
5.4. Security Considerations	27
5.5. Communication	27
5.6. Proposal.....	27
Annex 1: Map	29
Annex 2: Timeline	29
Annex 3: Role and Composition of the Evaluation Committee.....	35
Annex 4: Role and Composition of the Evaluation Reference Group.....	36
Annex 5: Communication and Knowledge Management Plan.....	38
Annex 6: Bibliography	42
Annex 7: Acronyms.....	44
Annex 8: Results Framework	45
Annex 9: Project activity details.....	47
Annex 10: Performance Indicators.....	50

1. Background

1. These terms of reference (ToR) were prepared by the WFP Haiti country office (CO) based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of these terms of reference is to provide key information to stakeholders about the evaluation, to guide the evaluation team and to specify expectations for the evaluation process.

1.1. INTRODUCTION

2. These ToR are for the baseline, midline and final activity evaluation of WFP's McGovern-Dole funded school feeding project *Nou Manje Pou Nou Aprann* in Haiti from 2024 to 2028. This evaluation is commissioned by WFP Haiti and will cover the period from May 2024 (baseline) through May 2026 (midline) and to May 2028 (endline).
3. The *Nou Manje Pou Nou Aprann* project is a continuation of the previous McGovern-Dole projects (phase three), which will be implemented in 300 schools¹ in the Haiti's Nord and Nord-Est Departments (see map in Annex 1) directly targeting 101,500 school children over the life of project. The project will focus on institutionalisation of school feeding and an enhanced transition to a national programme with the following objectives: (1) build on school feeding commitment from the Government and support them to achieve 100 percent home-grown school feeding by 2030 through local procurement; (2) increase capacity building technical assistance to the Government to ensure sustainability of school feeding programmes; (3) build on past achievements of previous McGovern-Dole projects and increase investment in literacy and WASH.
4. The project will include school feeding in all schools and a multidisciplinary intervention in selected schools, including literacy, WASH, and nutrition activities. These efforts will be complemented by capacity building interventions at all levels, from school to the Government. For school feeding, WFP will progressively transition more schools from meals with imported commodities to a hybrid ration complemented by locally grown fresh food.

1.2. CONTEXT

5. The Republic of Haiti shares the Caribbean Island of Hispaniola with the Dominican Republic. Haiti's mountains cover about three quarters of its land area, the remainder being plains. Most of the territory has suffered vast deforestation. In 1804, Haiti was the first and only country in the world to gain independence through a slave rebellion.
6. According to the Haitian Institute of Statistics, the total population of Haiti is estimated to be 11.9 million in 2021 and 12.4 million in 2024, of which 50.4% are female. Administratively, the Republic of Haiti is divided into 10 departments, 41 arrondissements, 146 communes, and 571 communal sections.
7. Haiti's 200 years of independence have been politically fraught. Since 2017, several waves of violent demonstrations paralysed the economy. In January 2020, the mandate of almost all Haiti's parliamentarians expired and the President officially declared parliament null and void. In July 2021, Haiti's president was assassinated. The political situation remains precarious, and armed gangs have gained greater power, spreading terror around the country. The interim Prime Minister in charge of the transition proposed a new government in November 2021. The date for the presidential elections remains pending despite being overdue.
8. Recognizing the limitations of availability of sex-disaggregated data, the following paragraphs include details for different groups where available.

Poverty, food security and nutrition

9. Haiti is one of the most unequal countries in the world, with a Gini index of 41.1 in 2012² and persistent inequality since the Duvalier era, when a small group of elites gained monopoly rights over key

¹ This represents a portion of public schools in each department. Specific percentage will be known after targeting.

² The latest available data. World Bank, (accessed 18 July 2023)

industries. Inequality is also defined along geographic lines, with much higher rates of poverty in rural than in urban areas.³ Over 30 percent of the population lives in extreme poverty on less than US\$2.15/day.⁴ Those who are self-employed or work in the informal sector, who are more likely to be women, face the greatest poverty.⁵

Food security

10. Haiti ranks 115th of the 125 countries assessed for the 2023 Global Hunger Index.⁶ According to the most recent Integrated Phase Classification (IPC), from August 2023 to February 2024, about 1.4 million (14%) of the population were estimated to be in Emergency (IPC Phase 4) and 30 percent (about 2.9 million) in Crisis (IPC Phase 3).⁷ This occurred during a period of strong economic contraction caused by socio-political unrest related to fuel scarcity and price inflation, devaluation of local currency, and insecurity. Five out of the 32 zones analysed in the IPC showed an emergency level of food insecurity (IPC phase 4). This mainly affects the Grand Anse department, as well as the town of Jérémie, Port-au-Prince's poor and very poor municipalities, Cité Soleil, and the West livelihood zone, which includes the communes north of Port-au-Prince and the Palmes area. The departments of Nord and Nord-Est were classified in crisis (IPC phase 3), with 471,000 people (30% of the population of the two departments) food insecure, including 102,000 people who were severely food insecure.
11. For the forecast period (March to June 2024), for which no humanitarian food assistance has been confirmed, the proportion of people estimated to be in food insecurity emergency (IPC Phase 4) remains at 14 percent of the analysed population, representing approximately 1.4 million persons. In addition, 31 percent (about 3.03 million persons) are estimated to be in IPC Phase 3 (crisis), bringing the total population in need of urgent action to 45 percent during this period.
12. Key drivers of food insecurity include the activities of armed gangs, with increased kidnappings, armed attacks, robberies and sexual violence leading to large internal population displacements, recurrent natural disasters (cyclones, drought), low and disrupted humanitarian food assistance, and low agricultural production and related incomes.⁸

Nutrition

13. The most recent Demographic and Health Survey (DHS),⁹ conducted in 2017, and the National Nutrition Survey (SMART¹⁰), conducted in 2023, show minimal changes in anthropometric indicators and a significant increase in overweight and obesity among women aged 15-49 compared to the previous (DHS), 2017, and 2012 surveys. In general, the nutritional status of boys is slightly worse than that of girls in all survey rounds (see Table 1). Importantly, these indicators do not capture the significant increase in the severity of Haiti's food crisis, which is expected to worsen nutritional outcomes.
14. Preliminary results from the first Haiti's Integrated Analysis of Acute Malnutrition Classification (IPC-AMN, December 2023 to May 2024) indicate that 276,736 children under 5 will require emergency treatment for acute malnutrition (including 125,046 severe cases) in the coming year. The geographical analysis identifies the commune of Croix des Bouquets (in the capital) in critical phase (IPC-AMN phase 4), three communes in severe phase (IPC-AMN phase 3), with a deterioration in the nutritional situation expected between June and November 2024 in the department of Artibonite, and ten communes that will move from "alert" to "serious" phase. The main contributing factors besides food insecurity remain poor dietary habits, very poor water, hygiene, and sanitation services, and an increasing incidence of childhood diseases (diarrhoea, malaria, and respiratory infections).

Table 1: Haitian nutritional indicators: 2012, 2016/17 and 2023

³ International Monetary Fund, 2020. Inequality in Haiti: Background and Policy Options. Volume 2020: Issue 122.

⁴ The World Bank, The World Bank in Haiti, March 2023, <https://www.worldbank.org/en/country/haiti/overview> (accessed July 19, 2023).

⁵ World Bank Group. 2023. Haiti's untapped potential: An assessment of the barriers to gender equality. The World Bank.

⁶ Global Hunger Index, <https://www.globalhungerindex.org/haiti.html> (accessed January 16, 2024).

⁷ IPC, <https://www.ipcinfo.org/ipc-country-analysis/details-map/en/c/1156571?iso3=HTI> (accessed January 16, 2024)

⁸ IPC, <https://www.ipcinfo.org/ipc-country-analysis/details-map/en/c/1156571?iso3=HTI> (accessed January 16, 2024)

⁹ Ministry of Public Health and Population, *Enquête Mortalité, Morbidité et Utilisation des Services* (EMMUS-VI), 2016–17.

¹⁰ Presentation of IPC-AMN results by IPC Global Support Unit (IPC GSU) validated by Ministry of Health (Decembre 2023)

Indicator	2012		2016-17		2023*
	Boys	Girls	Boys	Girls	
Prevalence of stunting among children under 5 years	22%	22%	24%	20%	23%
Prevalence of wasting among children under 5 years	5%	4.5%	6.11%	4.2%	5.1%
Prevalence of overweight/obesity among children under 5 years	4%	3.4%	4%	2.8%	n/a
Prevalence of overweight/obesity among women of reproductive age		23.7%	-	32%	n/a

Source: Demographic and Health Data 2012–2017; National Nutrition Survey (SMART,2023), estimates from UNICEF Child-related SDG indicators.

*No sex-disaggregated results published so far for 2023 estimates.

n/a=not available

15. While 40 percent of all children aged under 2 meet the required minimum meal frequency,¹¹ only 25 percent achieve minimum dietary diversity. There is no significant difference between girls and boys in this respect. A monotonous diet is one of the key factors leading to poor nutritional status of children and the entire family. According to WFP’s McGovern-Dole Project (2016–2019) evaluation,¹² school meals are the only meals that some children receive. Therefore, the food diversity of provided school meals, which is supposed to cover approximately 40 percent of daily requirements, is important in improving nutritional outcomes.
16. In October 2022, more than three years after Haiti’s cholera epidemic ended, the disease reappeared in the country.¹³ In January 2023, over 20,000 suspected cholera cases had been reported throughout the country, with 79 percent of patients hospitalised. Although the number of cases has declined, a multipronged approach is urgently needed.¹⁴

Agriculture

17. The agricultural sector employs about 60 percent of the working population. Agriculture’s contribution to gross domestic product has dropped from 45 percent in the 1970s to around 20 percent in 2016. In 1981, Haiti imported 8.5 percent of its food; today it imports more than 50 percent.¹⁵ The foreign trade liberalisation policy implemented since the 1990s, justified by inadequate home supply, has further weakened the agricultural sector.¹⁶ While only 29 percent of land is considered usable for agriculture, 44 percent is farmed, meaning 45 percent of the country’s non-arable land is under cultivation.¹⁷ Farms are characterised by poor access to means of production, and 90 percent are dependent on rainfall.¹⁸
18. The Ministry of Agriculture estimates the average number of farmers per commune at 7,300, which corresponds to almost 1 million farmers nationwide, including 150,000 in the Nord and Nord-Est departments¹⁹. Nearly 74% of the latter are very small, i.e. they have an agricultural Utilized Surface Area (UAA) of less than 1cx (1.29 ha), and they cultivate only 53% of this area. For 82% of them, agriculture is the main activity (Ministry of Agriculture (MARNDR)-CNSA, 2013). Small farmers are responsible for about 95 percent of livestock production, contributing 11 to 12 percent of total

¹¹ WHO, UNICEF. (2021). Indicators for assessing infant and young child feeding practices

¹² Final evaluation of WFP Haiti’s Food for Education and Child Nutrition Programme (2016–2019), October 2019.

¹³ UNICEF; Retour sur l’année 2022 : la résurgence du choléra en Haïti; (Accessed January 10, 2023)

¹⁴ US Department of Health and Human Services/Centres for Disease Control and Prevention; MMWR / January 13, 2023 / Vol. 72 / No. 2.

¹⁵ Ministry of Agriculture, Natural Resources & Rural Development, Politique de développement agricole 2010–2025, 2011.

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Food and Agriculture Organisation, <http://www.fao.org/haiti/fao-en-haiti/le-pays-en-un-coup-doeil/fr/> (accessed November 29, 2022).

¹⁹ Ministry of Agriculture(MARNDR),https://agriculture.gouv.ht/statistiques_agricoles/Atlas/thematiques_specifiques.html (Accessed 09 February,2024)

agricultural production.²⁰ The consumption of fishery products is estimated to be below the average of other countries in the Caribbean region.²¹

Gender and protection

19. The Ministry for Women and Women's Rights policy on gender equality (2014–2034) states that Haiti's constitution recognises equality between women and men and that the country has ratified a set of international legal instruments relating to women's rights, including the Universal Declaration of Human Rights, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Inter-American Convention for the Prevention, Punishment and Eradication of Violence Against Women. Despite political commitments, the inequality-adjusted Human Development Index (IHDI) scores 0.299 and ranks Haiti 180th out of 189 countries, the lowest in the region.²²
20. Gender-based violence is prevalent, with 29 percent of all women reporting having suffered physical violence by the age of 15 and 12 percent reporting sexual violence.²³ These indicators decline with women's increased education. Natural disasters, COVID-19 and increasing violence are exacerbating existing inequalities and vulnerabilities, creating additional barriers to gender equality and the protection of human rights.

Disabilities

21. The 2016–2017 DHS survey, the latest data available, estimates that approximately 20 percent of the Haitian population aged 5 and over have some form of disability, 4 percent of which are severe.²⁴ Among those aged over 15, women are slightly more likely than men to suffer functional difficulties at 28 percent and 21 percent respectively.²⁵ Full inclusion of people with disabilities is extremely challenging due to the overall population's extreme socio-economic vulnerability. Students with disabilities are much less likely to attend school.²⁶ The impact of this is reflected in the literacy rates; a recent registration of persons living with a disability in Haiti revealed their far lower literacy rates (less than 30 percent are literate) and lower still in women living with disabilities (less than 23 percent).²⁷

Education

22. Despite significant progress, important challenges to ensuring equitable access to quality basic education remain. The average Haitian is 25 or older and has fewer than 5 years of schooling. Only 61 percent of the adult population are literate. Gender gaps in enrolment have largely reversed and are now narrow, or marginally favour girls among some subgroups. By 2017, girls were outperforming boys in terms of enrolment at all educational levels except for primary education in urban areas, where the gender gap was minimal. In that year, girls' net attendance rate was 65 percent in urban areas and 41 percent in rural areas compared to only 59 and 30 percent respectively for boys.²⁸ Girls' enrolment is particularly low in the Nord-Est, Grand'Anse, and Sud regions.²⁹ The 2021 Early Grade Reading Assessment (EGRA) conducted by CRS in schools receiving McGovern-Dole support during the precedent phase found students far below the Ministry of Education and vocational trainings' (MENFP for its name in French) standard for students in the second foundation year. Another EGRA conducted by CARE indicated girls performing better at most subtasks than boys overall.

²⁰ Ibid. Food and Agriculture Organisation, <http://www.fao.org/haiti/fao-en-haiti/le-pays-en-un-coup-doeil/fr/> (accessed November 29, 2022).

²¹ Ibid.

²² The Inequality-Adjusted Human Development Index (IHDI) looks beyond a country's average longevity, education and income development to show how this is distributed among its residents. The IHDI value can be interpreted as the level of human development when inequality is accounted for. The relative difference between IHDI and Human Development Index (HDI) values is the loss due to inequality in the distribution of the HDI within the country. Haiti's HDI in 2019 was 0.503.

²³ Haitian Children's Institute, *Enquête Mortalité, Morbidité et Utilisation des Services (DHS)*, 2018, p. 389.

²⁴ Ibid. p. 20.

²⁵ Ibid. p. 21.

²⁶ World Bank Group. 2023. *Haiti's untapped potential: An assessment of the barriers to gender equality*.

²⁷ *Système d'Information du ministère des Affaires sociales et du Travail*, <http://infopage.simast.info/http://infopage.simast.info/>

²⁸ World Bank Group; 2023; *Haiti's untapped potential: An assessment of the barriers to gender equality*, p. 37.

²⁹ World Bank Group. 2023. *Haiti's untapped potential: An assessment of the barriers to gender equality*.

23. Most schools in Haiti receive minimal government oversight. Schooling represents a significant cost relative to average earnings. NGOs, churches, communities and for-profit operators privately manage more than 85 percent of primary schools. Half of the public-sector teachers in Haiti lack basic qualifications, and almost 80 percent of teachers have had no pre-service training.³⁰
24. Institutional instability at the MNEVT has resulted in frequent senior administrative changes. The 2019–2020 school year suffered major disruption: from September to December 2019 most public schools were closed due to nationwide protests. Protests also delayed the arrival of food commodities. Schools reopened for three to four weeks in January 2020 before closing again due to the COVID-19 global health crisis.

School canteens

25. Haiti has had a history of school-feeding initiatives since the 1980s. The National School Feeding Programme (PNCS for its name in French) was created in 1997 to administer and regulate the national school meals programme. The first National School Feeding Policy and Strategy (NSFPS) was elaborated in 2016, in collaboration with WFP.³¹ Despite longstanding efforts to increase the national management of school feeding,³² day-to-day school-meals operations are still almost entirely dependent on contributions from donors and their partners.

Natural hazards

26. The natural hazards in Haiti, particularly earthquakes, have had significant impacts on the country. The 2021 earthquake in Nippes (7.2 magnitude) had intersectional impacts from geotechnical and social perspectives, influencing the vulnerability of Haiti's population to earthquakes (Cabas, et al., 2023). Although less catastrophic than the 2010 earthquake, still resulted in earthquake-induced landslides, with analysis indicating seismotectonic and possible climatic influences (Havenith, et al., 2022). According to the 2021 Climate Risk Index, Haiti currently ranks third in the world for extreme weather events.³³ Crop failure due to below-normal rainfall, tropical storms Elsa (July 2021) and Grace (August 2021) have together with the 2021 earthquake increased the country's vulnerability.³⁴ The combination of environmental factors, including soil erosion, has devastated the economy. Natural disasters have a disproportionate effect on women, increasing existing inequalities as their lower economic opportunities, limited access to information and opportunities for decision-making, and limited involvement in disaster-management policies create greater vulnerabilities.³⁵

Displacement

27. According to the International Organisation for Migration, from June to November 2023, 197,999 there were internally displaced persons (IDPs) and 36,785 internal returnees across three departments West (146,584 IDPs and 26,301 returnees), Center (28,975 IDPs and 1,298 returnees) and Artibonite (22,440 IDPs and 9,186 returnees).³⁶

Government policy and priorities

28. Haiti's Strategic Development Plan (*Plan stratégique de développement d'Haiti*) was developed in 2012 to guide the country's transition from emergency to developmental policies.³⁷ In January 2021 the Ten-Year Education and Training Plan (*Plan décennal d'éducation et de formation*) was introduced. The Plan promotes school feeding as an intermediary measure to ensure better school health for all pupils and

³⁰ USAID. Haiti: Fact Sheet: Education (2016), [Haiti: Fact Sheet: Education \(2016\) - Haiti | ReliefWeb](#)

³¹ Politique et stratégie nationales d'alimentation scolaire (PSNAS), January 2016.

³² An evaluation of WFP's support for the National School Feeding Programme and a review of the Canada-funded programming were conducted in 2014 and 2017

³³ Global Climate Risk Index 2021. Who Suffers Most from Extreme Weather Events? Weather-Related Loss Events in 2019 and 2000–2019. Germanwatch.

³⁴ OCHA, Humanitarian Needs Overview, 2022.

³⁵ World Bank Group. 2023. Haiti's untapped potential: An assessment of the barriers to gender equality.

³⁶ International Organisation for Migration. [Haiti — Baseline Assessment - West, Center and Artibonite - Round 5 \(November 2023\) | Displacement Tracking Matrix \(iom.int\)](#) (Accessed January 04, 2023)

³⁷ Forward to the Plan stratégique de développement d'Haiti.

keep them in school.³⁸ Other policies relevant to this evaluation are the NSFPS,³⁹ the Agricultural Development Policy (2010–2025), the Gender Equality Policy (2014–2034) and the National Food Sovereignty, Food Security and Nutrition Policy and Strategy (2018).⁴⁰

Sustainable Development Goals

29. The identification of SDG 2, Zero hunger,⁴¹ as a ‘critical issue on the public agenda’⁴² positions WFP well to contribute to Haiti’s overall development through strong operational capacity and technical and policy-level partnerships with core ministries. In alignment with SDG 17, Partnerships for the goals, WFP has significantly increased its supply-chain services to the humanitarian community since 2019. After the 2021 earthquake, WFP pursued innovative solutions such as developing maritime routes and providing fuel to humanitarian and development partners in response to the humanitarian community’s logistical needs.⁴³

Humanitarian overview

30. In 2021, Haiti experienced profound political, socio-economic, security and environmental deterioration that increased its humanitarian needs. The number of people in need of humanitarian assistance rose from 4.4 million in 2021 to 5.2 million in 2023.⁴⁴ Thus, almost half of the population needs humanitarian assistance and protection. This is almost 20 percent increase over two years. The security situation remains precarious, with road access to areas previously affected by the 2021 earthquake, including Grand’Anse, still difficult due to violence and the proliferation of gangs controlling key arteries in and out of the Port-au-Prince region as the situation evolves. A climate of fear now reigns across the country, particularly in the metropolitan area of Port-au-Prince. The presence and influence of gangs continues to grow and results in acts of extreme violence and brutality, including gang rapes. In addition, gangs are increasingly using children in their operations. WFP collaborates closely with national and international NGOs on these challenges. Several international donors are active in the education sector including the governments of Canada, Japan, France, and the Inter-American Development Bank. The other school-feeding actors in the country are the NSFP (264,500 beneficiaries), *Fondation mission espoir* (140,000), the *Bureau de Nutrition et Développement* (290,000), the *Service de coopération et d’action culturelle* (28,000), and Food for the Poor (209,000)⁴⁵ and Mary’s Meals.

Other WFP work

31. WFP launched an HGSF programme in 2015–16 exclusively using produce from local smallholder farmers. In addition to supporting school feeding through the McGovern-Dole Project, WFP supported approximately 1,100 additional schools and 190,000 pupils funded by Canada. Apart from school feeding, WFP engages in various programmes across the country providing emergency food assistance and supporting risk reduction and the recovery of crisis-affected populations. In collaboration with the Ministry of Agriculture, Natural Resources and Rural Development, WFP implements disaster risk-reduction activities to improve productivity, income and resilience. In line with the NSFPS, WFP strengthens the capacity of smallholder farmers’ organisations to access markets through the Ministry

³⁸ MNEVT; Ten-Year Education and Training Plan; December 2020; p. 88

³⁹ In French, Politique et stratégie nationales d’alimentation scolaire (PSNAS).

⁴⁰ The National Food Sovereignty and Food Security and Nutrition Policy and Strategy has not been officially validated by the Haitian government.

⁴¹ The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet now and into the future. At its heart are 17 Sustainable Development Goals (SDGs) that urgently call for action by all countries, developed and developing, in global partnership.

⁴² In 2017 and 2018, consultations on the National Zero Hunger Strategic Review, initiated by WFP and led by Haiti’s Prime Minister’s Office in collaboration with 11 ministries, major stakeholders, academic institutions and four United Nations agencies, highlighted challenges related to attainment of the SDG 2 targets. WFP, Haiti Country Strategic Plan (2019–2023).

⁴³ WFP, Annual Country Report 2021.

⁴⁴ United Nations Office for the Coordination of Humanitarian Affairs, Updated Humanitarian Response Plan, 2022; 2023 Haiti Humanitarian Needs Overview.

⁴⁵ Figures provided by the National School Feeding Programme (NSFP). According to these, WFP reaches 460,000 beneficiaries.

of Agriculture's Unit for the Facilitation of the Purchase of Local Agricultural Products⁴⁶ for the HGSP programme.⁴⁷ It also provides policy support to the Ministry of Social Affairs and Labour, and technical assistance in the areas of social protection and disaster risk management to national stakeholders. More details on WFP's work in the country are available in the Annual Country Office Report.

Past WFP McGovern-Dole awards

32. This McGovern-Dole project builds on the learning of two previous McGovern-Dole projects. Phase I was implemented between 2016 and 2019 in five departments (Nord, Nord-Est, Artibonite, Centre and Ouest). Phase II was implemented in three departments (Nord, Nord-Est and Grande-Anse). Key milestones achieved during the previous McGovern-Dole project were: The provision of a healthy school meal to more than a 100,000 school children for three school years, the implementation of a Literacy package in 50 schools and of WASH activities, the undertaking of a Systems Approach for Better Education Results (SABER) exercise for school feeding, the update of the National School Feeding Policy and Strategy, support to the Ministry of Education to increase community participation in school based programs and the diffusion of key nutritional and gender messages to local communities through a Social Behaviour Change and Communication (SBCC) package.

⁴⁶ *Unité de facilitation des achats de produits agricoles locaux*. The Unit for the Facilitation of the Purchase of Local Agricultural Product is under the Ministry of Agriculture, Natural Resources and Rural Development.

⁴⁷ WFP, ACR 2021

2. Reasons for the evaluation

2.1. RATIONALE

33. The evaluation is being commissioned to provide an evidence-based, independent assessment of performance of the school feeding project to evaluate the project's success, ensure accountability, and generate lessons learned. In line with the United States Department of Agriculture (USDA) requirements, baseline, midline and endline evaluation shall be commissioned by WFP to an independent external party.
34. The evaluation will have the following uses for the WFP Haiti, USDA, the Government of Haiti and cooperating partners:
- i. **Baseline:** (1) confirm indicator selection and targets, relevance of evaluation questions for midterm and endline, as well as baseline values for all performance indicators in the proposal. The baseline will also be used to: (2) support ongoing monitoring activities to measure progress on performance indicators; (3) to assess project outcomes and impacts using evaluation methods at midterm and endline; (4) provide a situational analysis before the project begins and confirm the full evaluation design as prepared during the inception period.
 - ii. **Midline:** The objective of the midterm evaluation is to provide an evidence-based, independent performance assessment of the project so that WFP and its partners can adjust course as necessary for the remainder of the project term. Specifically, the midterm evaluation will: (1) review the project's relevance, coherence, effectiveness and efficiency, and sustainability; (2) collect performance indicator data for strategic objectives and higher-level results; (3) assess whether the project is on track to meet the results and targets; (4) review the results frameworks and theory of change; (5) identify any necessary mid-course corrections.
 - iii. **Endline:** The objective of the final evaluation is to provide an evidence-based, independent assessment of performance of the school feeding project and evaluate the project's success, ensure accountability, and generate lessons learned. Specifically, the final evaluation will: (1) review the project's relevance, coherence, effectiveness and efficiency, impact, and sustainability; (2) assess whether or not the project has succeeded in achieving McGovern-Dole's strategic objectives; (3) investigate the project's overall impact; (4) identify meaningful lessons learned that WFP, USDA, and relevant stakeholders can apply to future programming.

2.2. OBJECTIVES

35. This evaluation will serve the dual and mutually reinforcing objectives of accountability and learning with equal weight for both objectives.
- **Accountability** – The evaluation will assess and report on the performance and results of the *Nou Manje Pou Nou Aprann* in Haiti from 2024 to 2028.
 - **Learning** – The evaluation will determine the reasons why certain results occurred or did not occur to draw lessons, derive good practices and provide pointers for learning. It will also provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson-sharing systems. In particular, the evaluation will increase the understanding of the project effects on food and nutrition security indicators of the boys and girls that have benefited from the school meals, as well as on the food security of other household members in a setting with a significant share of population living in food insecurity. It will also help understand the impact of a sustained increase in home-grown school feeding modality on the local economy and environment.
36. The evaluation will also seek to address two USDA Learning Agenda questions as detailed below. Finally, this evaluation will examine the gender and equity dimensions of the project, helping to understand any differences in outcomes of interest for girls, boys, women, men and persons living with disabilities.

2.3. STAKEHOLDER ANALYSIS

37. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will be asked to play a role in the evaluation process in light of their expected interest in the results of the evaluation and relative power to influence the results of the programme being evaluated. Table 2 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.
38. Accountability to affected populations, is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring gender equality, equity and inclusion in the evaluation process, with participation and consultation in the evaluation of women, men, boys and girls from different groups (including persons with disabilities, the elderly and persons with other diversities such as ethnic and linguistic).

Table 2: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP country office (CO) in Haiti	Key informant and primary stakeholder - Responsible for the planning and implementation of WFP interventions at country level. The country office has an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its programmes. The country office will be involved in using evaluation findings for programme implementation, advocacy and/or in deciding on the next programme and partnerships.
WFP field office in Cap-Haitien	Key informant and primary stakeholder - Responsible for day-to-day programme implementation. The field office liaises with stakeholders at decentralized level and has direct beneficiary contact. It will be affected by the outcome of the evaluation.
Regional bureau (RB) for Latin America and the Caribbean	Key informant and primary stakeholder - Responsible for both oversight of country offices and technical guidance and support, the regional bureau management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The regional bureau will be involved in the planning of future school meals activities; thus, it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight. The regional evaluation officers support country office/regional bureau management to ensure quality, credible and useful decentralized evaluations.
WFP HQ divisions	Key informant and primary stakeholder - WFP headquarters divisions are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. The school-based programmes unit should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. They may use the evaluation for wider organizational learning and accountability.
WFP Office of Evaluation (OEV)	Primary stakeholder - The Office of Evaluation has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralized evaluation stakeholders as identified in the evaluation

	policy. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)	Primary stakeholder – the Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
External stakeholders	
Beneficiaries schoolchildren (girls and boys), parents, caregivers and community members (incl. SILC participants), school staff, government officials, teachers, cooks and smallholder farmers	Key informants and secondary stakeholders - As the ultimate recipients of WFP's assistance, persons benefiting from the project including schoolchildren, school staff, government officials, teachers, cooks and smallholder farmers have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought.
Government MENFP; NSFP Ministry of Agriculture Natural Resources and Rural Development, Respective Departmental Directorates	Key informants and primary stakeholder - The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest, as well as the information related to the impacts and implementation of the home-grown school feeding component.
United Nations country team (UNCT) UNICEF, World Bank	Secondary stakeholder - The harmonized action of the UNCT should contribute to the realization of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
Non-governmental organizations (NGOs) and cooperating partners CRS, BND and others	Key informants and primary stakeholder - NGOs are WFP partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. They will be involved in using evaluation findings for programme implementation.
USDA	Secondary stakeholder – USDA is the main donor for the McGovern-Dole program, therefore, they should be kept informed throughout each step of the evaluation and consulted for feedback and approval of evaluation products according to the standards planned in the program.
Other Donors for WFP school-based programmes Inter-American	Secondary stakeholders - WFP interventions are voluntarily funded by a number of donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP work has been effective and contributed to their own strategies and programmes. Both IDB and Canada are funding school

Development Bank (IDB), Canada	meals programmes and Education programs in Haiti and have interest to learn from this McGovern-Dole project evaluation.
University of Quisqueya	Secondary stakeholder - WFP signed a generic Memorandum of Understanding with the University of Quisqueya to collaborate on evidence generation. This university may be involved in some of the specialized studies commissioned as part of the McGovern-Dole project and will be included into the evaluation reference group to review evaluation deliverables and provide contributions based on their knowledge of the rural agriculture sector in Haiti.

3. Subject of the evaluation

3.1. SUBJECT OF THE EVALUATION

39. The **Nou Manje Pou Nou Aprann** project is a school food for education programme funded by the USDA Foreign Agricultural Service (FAS). The project was approved in September 2023 and the anticipated completion date is September 30, 2028. The baseline study will take place prior to the start of project activities in September 2024, the midterm evaluation is planned for 2026 and final evaluation for 2028 (see details below). The project will be implemented in the **Nord and Nord-Est departments** (see map in Annex 1) and with **central institutions in Port-au-Prince**. The Nou Manje Pou Nou Aprann project is a continuation of the previous McGovern-Dole project. First phase took place between 2016 and 2019 and the second phase was implemented between 2020 and 2023.
40. Under the current agreement (FFE-521-2023/005-00) WFP Haiti was awarded **USD 33 million** in McGovern-Dole International Food for Education and Nutrition Program to achieve the mutually reinforcing objectives of improving schoolchildren's literacy, health and dietary practices.
41. During its **five-year implementation**, the FY23 McGovern-Dole project in Haiti aims to **achieve the following objectives**:
- Increase school enrolment and retention through the provision of school meals;
 - Improve literacy of school age children and the quality of instruction in classrooms through teacher trainings and a holistic early grade reading (EGRA) curriculum;
 - Promote good nutrition and water, sanitation, and hygiene (WASH) practices through effective social behavior change communication (SBCC) and school-level interventions;
 - Improve smallholder farmers' capacity to respond to increased demand for locally produced commodity needs for school meals; and
 - Strengthen the capacity of the Government of Haiti to better design, manage, monitor, and coordinate the National School Feeding Programme.
42. With the support of sub-recipient, Catholic Relief Services, WFP will deliver nutritious school meals together with school WASH, nutrition promotion and early grade reading interventions in Nord and Nord-Est Departments while providing capacity strengthening to the Government of Haiti. The project **will benefit 104,230 stakeholders** from central to school level, including **101,700 schoolchildren** in 300 schools and more than 2,500 school staff, government officials, teachers, cooks and smallholder farmers. The number of school meals beneficiaries will be progressively scaled down, as the McGovern-Dole beneficiaries will be gradually transitioned to the home-grown school feeding program in line with the Government's aim for school feeding to be 100 percent home-grown by 2030.
43. During the first year of the project, WFP will target 300 pre-primary and primary schools that also received McGovern-Dole support during the precedent phase, reaching approximately 75,000 students in the Nord and Nord-Est Departments. Over the course of the agreement, WFP will gradually target fewer beneficiaries during subsequent years as handover to home-grown school feeding occurs. Approximately 68,000 beneficiaries will be targeted in Year 2 of school feeding (approximately 272 schools), 60,000 in Year 3 (approximately 240 schools), and 50,000 in Year 4 (approximately 200 schools). Schools will be transitioned to a home-grown school feeding program based on a prioritization exercise done with the local Ministry of Education Office. Handover will be clustered at the sub-communal level to group schools receiving home-grown school feeding assistance to optimize supply chain costs. Of the schools receiving school feeding, 85 will be selected to receive the literacy component of the intervention and 35 will receive the WASH component.
44. The purpose of McGovern-Dole's funding is to use food commodities and technical assistance to improve the literacy and primary education of school-aged children in developing countries.⁴⁸ McGovern-Dole programmes contribute to two main Strategic Objectives (SO): 'Improved literacy of school-age children' (SO1), supported through SO2: 'Increased use of improved health, nutrition and

⁴⁸ <https://www.fas.usda.gov/programs/mcgovern-dole-food-education-program>

dietary practices'. The detailed project logic including key assumptions are presented in Annex 8. The results framework is detailed and visually depicts the relations between the project activities, short-, medium-, and long-term results and the McGovern-Dole Strategic Objectives.

45. The **key project activities, sub-activities** are presented in Table 3 below. Further relevant details to understand the project implementation and objectives to which each activity contributes are presented in Annex 9. The Performance and monitoring plan is presented in Annex 10.

Table 3: Project Activities

Activity	Budget (US \$)
Activity 1: Provide school meals	3,528,134
1.1 Provide school meals	
1.2 Create safe school meals environment	
Activity 2: Strengthen the Capacity for Smallholder Farmers to Support Local Production for Home-grown School Feeding	537,204
2.1 Build capacity of local agricultural producer organizations	
2.2 Train smallholder farmers	
Activity 3: Build Institutional Capacity for the Management of the National School Feeding Program: Local, Regional, National	1,220,279
3.1 Improve institutional capacity and coordination	
3.2 Improve policy and regulatory framework	
3.3 Increase financial capacity	
Activity 4: Increase Engagement of Local Communities and Actors in School-based Programs	408,709
4.1 Support parent-teacher associations	
4.2 Establish savings and internal lending communities	
Activity 5: Promote Good Health, Hygiene and Nutrition Practices	1,554,126
5.1 Provide deworming medication	
5.2 Implement nutrition, hygiene, and gender social and behavior change communication	
5.3 Establish school gardens	
5.4 Conduct trainings on safe food preparation and hygiene	
Activity 6: Promote Improved WASH behaviors and Build/Rehabilitate Wells and Water Stations/Systems/Latrines	1,246,180
6.1 Conduct trainings on WASH practices	
6.2 Support School Health Committees	
6.3 Construct/rehabilitate WASH infrastructure	
Activity 7: Establish activities to promote literacy	2,585,941
7.1 Provide literacy materials	
7.2 Establish peer tutoring	
7.3 Conduct creative writing competitions	
7.4 Early Grade Reading Assessment	
Activity 8: Train Teachers and Administrators	632,727
8.1 Train teachers, administrators, and inspectors	
8.2 Foster teacher mentorship and peer support	

46. USDA has allocated up to USD 33 million for donations of agricultural commodities and funding of ocean transportation and other authorized expenses to WFP for five years of project. This includes commodity (US\$5,751,774), freight (US\$2,019,600) and administrative costs (cash portion) (US\$25,228,626). The total operating budget for this project is US\$33,078,366 and includes US\$78,366 in cost share. Detailed budget per activity is presented in Table 3 above.
47. USDA intends to donate **5,610 metric tons (MT) of commodities** and WFP anticipates purchasing **2,261 MT of locally procured commodities** over the life of the project. See detailed breakdown per year in Table 4.

Table 4: Overview of donated and locally procured food

Type of commodity	Year 1 2024 - 2025	Year 2 2025 - 2026	Year 3 2026 - 2027	Year 4 2027 - 2028	Total
Donated (quantity in metric tons)					
Vegetable oil	100	90	80	70	340
Pinto beans	300	260	210	160	930
Lentils	200	170	140	110	620
Fortified rice	700	580	460	330	2070
Bulgur	490	440	390	330	1650
Total					5610
Locally procured (quantity in metric tons)					
Vegetables	140.4	351	561.6	702	1,755
Tubers	27	67.5	108	135	337.5
Flour	13.5	33.8	54	67.5	168.8
Total					2261.3

48. This McGovern-Dole award **unlocked complementary funding through the Global Partnership for Education’s multiplier instrument**. Together with the Inter-American Development Bank, the coordinating agency for GPE in Haiti, WFP will leverage US\$11.6 million in complementary funds for the expansion of this project. WFP will use this funding to reach an additional 30,000 children in Nord and Nord-Est Departments with home-grown school meals and water, sanitation, and hygiene, as well as literacy interventions. In parallel, WFP will continue to build human capital and lay the foundation for the Government’s ownership of the school feeding programme by providing targeted technical assistance to address findings identified in the 2022 Systems Approach for Better Educational Results (SABER) analysis. WFP will provide capacity strengthening and technical assistance to the Government to ensure sustainable planning, budgeting, implementation and monitoring of the National Home-Grown School Feeding Programme. These complementary activities will not be subject of this evaluation.
49. The project is part of a wider school feeding program managed by WFP in Haiti which reaches over 400,000 beneficiaries and supports the Government of Haiti to overtake responsibility for the management of a locally sourced National School Feeding Programme. The new McGovern-Dole funding will enable WFP to promote an enabling policy environment, increased school feeding budget, strong institutions at national and local levels and engaged communities for a sustainable home-grown school feeding programme in Haiti.
50. During the project implementation WFP is planning to **collaborate with the following entities**: Ministry of Education and Vocational Trainings; Ministry of Agriculture, Natural Resources and Rural Development; Ministry of Health; PNCS; USDA, United Nations Children’s Fund (UNICEF), Catholic Relief Services (CRS), Ananda Marga Universal Relief Team (AMURT), *Bureau de Nutrition et Développement* (BND).
51. The **evaluation of the phase two** of the project concluded, that apart from its reliance on imported food, the McGovern-Dole project **is coherent with national policies and responds to the nutritional needs of school-age children**. The extremely challenging global and national context has limited the project’s effectiveness and efficiency, though evidence suggests that project activities have **moderated the negative effects of deteriorating contextual elements**. Despite consistent adaptation, WFP has not achieved the expected quantities of food distributed. While outputs largely implemented to plan, gaps in school and community resources are hindering changes at the strategic objective (SO) level. Meals provided through the McGovern-Dole project are **cheaper per beneficiary** compared to local purchase and home-grown school feeding approach if environmental costs and opportunity costs are not included. Also, it was concluded that not paying school cooks misses an opportunity to promote gender equality and women’s empowerment. It was too early to consider handing over the

implementation of school-feeding activities to the Haitian government, especially while the NSFP was not fully established.

52. **Main recommendations** from the precedent evaluation (phase 2) related to i. further monitoring the contribution the meals are making with respect to expected intake; ii. prioritize local procurement of commodities; iii. Involve communities in the design of project activities, iv. ensure adequate cooking environment; v. pay cooks; vi. Increase the number of schools with the holistic package; vii enhance teachers' capacities and tools to integrate gender, WASH, health, nutrition and gender sensitisation; viii. review and quality assure the methodology of the Early Grade Reading Assessment (EGRA).
53. The project was also informed by different **studies**, the main ones are *Innovation Funds Final Report: Bringing Social and Emotional Learning to Scale through Education*;⁴⁹ *Analyse sectorielle détaillée – PDEF 2018-2028 Haïti*;⁵⁰ *Feed the Future Haiti Resilience and Agriculture Market Systems Diagnostic Report*;⁵¹ and *Grain and Feed Annual Report*⁵²- for local procurement. The SABER exercise conducted in 2022 informed the proposed capacity strengthening interventions with the Ministry of Education.
54. **In terms of GEWE, equity and wider inclusion dimensions** besides increased enrolment and retention rates which the project is aiming to achieve for both girls and boys, there are no gender or inclusion specific objectives of the project. Previous evaluations and studies showed that either there is little difference in results for girls and boys or as detailed in the context session enrolment rates are higher for girls. There was no gender analysis carried out to inform the project. While there is no specific activity planned for persons living with disabilities, CRS and cooperating partners will be requested to ensure that their rights and needs for accommodation are considered and that the principle of leaving no one behind is respected. This may include ensuring accessibility of school canteens and WASH infrastructure and reasonable accommodations with respect to the literacy component.

3.2. SCOPE OF THE EVALUATION

55. The evaluation will cover all activities implemented through the McGovern Dole project *Nou Manje Pou Nou Aprann* in Haiti from 2024 to 2028. The inception period will establish and confirm appropriate sampling frames, sampling strategy and survey instruments for the baseline, midterm, and final evaluations. The baseline will focus on collecting the latest values for all indicators before commencement of the activities. For those indicators whose source is secondary (from monitoring data, government, or other partners), the baseline will use the latest available figures. The evaluation team should refer to the Performance Monitoring Plan (PMP) under Annex 10 for more information on the project indicators to be informed by the baseline. The midterm evaluation will cover two years of programme implementation (2024-2026). The final evaluation will cover four years of programme implementation (2024-2028). The geographical scope will be the same as for the project, covering the Nord and Nord-Est departments and capacity strengthening at central level. The evaluation shall provide systematic information on the project performance and specific results for girls, boys, women and men. Specific areas of interest include the process and results of various capacity strengthening interventions and the readiness to transition under the PNCS.

⁴⁹ CRS (2021)

⁵⁰ UNICEF (2019)

⁵¹ Cambridge Education (2022)

⁵² USDA (2022)

4. Evaluation approach, methodology and ethical considerations

4.1. EVALUATION QUESTIONS AND CRITERIA

56. The evaluation will address the following key questions, which will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the various inception phases. Collectively, the questions aim at highlighting the key lessons and performance of the Nou Manje Pou Nou Aprann in Haiti, with a view to informing future strategic and operational decisions. Table 5 presents the evaluation questions to be used for the midterm and final evaluations. As a part of the baseline study, the evaluation team shall address the following questions:

- i. Are the project indicators and targets appropriate in effectively measuring and tracking project results based on the results framework?
- ii. To what extent are the midterm and endline evaluation questions relevant in assessing the success of the programme in each criterion?

57. The evaluation should analyse how gender, equity and wider inclusion objectives and Gender Equality and Women Empowerment (GEWE) mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on GEWE. The gender, equity and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate.

Table 5: Evaluation questions and criteria

Evaluation questions	Midterm	Endline
Criteria: Impact		
EQ1: What are the project’s intended and unintended longer-term effects, both positive and negative?	X	X
1.1 What longer-term effects has the project had on girls, boys, women, men, schools, communities, and government partners in target areas?		X
1.2 What were the particular features of the project and context that enabled or hindered these effects?	X	X
1.3 What is the impact of a sustained increase in home-grown school feeding modality on the local economy and environment?		X
1.4 What are the effects of the project on food and nutrition security indicators of the boys and girls that have benefited from the school meals, as well as on the food security of other household members (if any).	X	X
Criteria: Relevance		
EQ2: To what extent was the project design aligned to beneficiaries and partner institution needs, policies, and priorities, and continued to do so throughout the implementation?	X	X
2.1 Given any changes in project design and/or government policies/strategies that occurred since the most recent MGD evaluation, to what extent was the project design and implementation aligned to the overall policies, strategies and normative guidance of institutions including the PNCS, Ministry of Education, Ministry of Agriculture and Ministry of Health?	X	X

2.2 To what extent is the intervention in line with the needs and priorities of the most vulnerable groups of Haiti's population (girls, boys, women, men, persons with disabilities)?	X	
2.3 To what extent was the project designed and aligned to the resilient food systems strategy implemented by the government? ⁵³	X	
Criteria: Effectiveness and Gender		
EQ3: To what extent did the project produce the expected results and outcomes and why?	X	X
3.1 What is the level of achievement of the project outputs and outcomes?	X	X
3.2 To what extent did the project deliver different results for girls, boys, women, men and persons with disabilities?	X	X
3.3 To what extent did the project strengthen capacities of the government at national and departmental levels, as well as those of the school directors and what concrete effects were produced as a result of the strengthened capacities (in terms of coordination, management, supervision, monitoring and sustainable funding of the National School Feeding Programme)?	X	X
3.4 What were the results of the investment in empowering school committees on different aspects of the school feeding programme (including community engagement, nutrition knowledge, and educational benefits)?	X	X
3.5 To what extent has the readiness criteria been adequate to facilitate effective handover of schools?	X	
3.6 To what extent were the recommendations and lessons learned from previous relevant evaluation taken into account in project design and implementation?	X	X
3.7 What factors influenced the results positively or negatively?	X	X
Criteria: Sustainability		
EQ4: To what extent are the benefits (literacy, school health, nutrition, support to local economy and others) of the project likely to continue beyond its timeframe?	X	X
4.1 Which are the benefits of the projects that are likely to continue after the end of the project and why?	X	X
4.2 What were the key factors that have contributed to, or hindered, the gradual appropriation and transfer of the program's "lessons learned" from schools and communities to the relevant government departments?		X
4.3 What other factors contribute to or hinder the sustainability of the benefits beyond the project and its different elements continuation.	X	X
4.4. [USDA Learning Agenda question] What variables impact the resilience of school meal programme community support systems and in what ways?		X
Criteria: Efficiency		
EQ5: To what extent were the activities undertaken delivered in efficient manner?	X	X

⁵³ Refer to food systems road map (2022)

5.1 To what extent were the different activities delivered in economic and timely manner?	X	X
5.2 What is the cost-efficiency of the different modalities (imported and home-grown) based on the project data and specialized studies?		X
5.3 What factors impacted positively and negatively the efficiency of the project implementation.	X	X
Criteria: Coherence		
EQ6: To what extent has the project sought complementarities with the National School Feeding Programme and other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?	X	
General		
EQ7: [USDA Learning Agenda question] What aspects of school meal interventions are the most sensitive to internal and external system pressures? Internal pressures (related to human resources) and external pressures (fluctuations in local agriculture commodity prices, security situation). Moreover, are there combinations of interventions that are more or less resilient to these pressures? ⁵⁴		X

58. The evaluation will apply the international evaluation criteria of relevance, coherence, effectiveness and efficiency, impact, and sustainability. A gender criterion will be assessed together with effectiveness and gender and inclusion analysis shall be mainstreamed across the evaluation questions where appropriate.

4.2. EVALUATION APPROACH AND METHODOLOGY

59. The detailed methodology will be designed by the evaluation team during the inception phase. It should:

- Employ the relevant evaluation criteria as listed above.
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints.
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used.
- Pursue a quasi-experimental design with comparison groups to assess the outcomes and impacts of the project.
- Collect primary data for all outcome indicators included in Annex 10 Performance Indicators.
- Sequence the use of quantitative and qualitative methods in the midterm and final evaluation to ensure that qualitative data help understand the quantitative data and provide additional insights on what has worked and why.
- Use participatory methods to consult persons and communities benefiting from the project. These methods should be adapted to the language and literacy levels of these groups and build on participatory action research techniques.
- Include document review, surveys, key informant interviews, focus group discussions, participatory data collection, and structured observations based on protocols.

⁵⁴ During the inception phase, the evaluation team shall examine and clearly define which other questions contribute to addressing this Learning Agenda questions and which additional primary data may be required.

- The evaluation team is expected to have access to and make use of quantitative and qualitative data analysis software of its choice to ensure rigorous and systematic organization and analysis of collected information. Provided the volume of data that will need to be analysed, manual analysis is deemed inadequate. Methods for quantitative data analysis to determine change in key outcome indicators over time may include difference in difference analysis or regression discontinuity. The evaluation team should propose clear analysis methods in the inception report based on data availability and the evaluability assessment conducted during the inception phase.
 - Clean and anonymized data sets supporting the quantitative analysis shall be shared with WFP together with the final version of the baseline, midterm and final evaluation reports.
 - Lead to a practical set of strategic and operational recommendations that take into consideration the most recent context changes. It's expected that the recommendations will be co-created during a workshop with the key stakeholders building logically on the evaluation findings and conclusions. This workshop shall be facilitated by the evaluation team.
 - Integrate the results of the EGRA. It's expected that the team leader will review together with WFP the EGRA methodology and participate in discussions with CRS on the best methodological options to optimize the future use of the EGRA results in the midterm and final evaluations.
60. The methodology chosen should demonstrate attention to impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory, etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including beneficiaries; direct observation in different locations; across evaluators; across methods, etc.). It will take into account any challenges to data availability, validity or reliability, as well as any budget and timing constraints. The evaluation questions, lines of inquiry, indicators, data sources and data collection methods will be brought together in an evaluation matrix, which will form the basis of the sampling approach and data collection and analysis instruments (desk review, interview and observation guides, survey questionnaires, etc.).
61. The methodology should be sensitive in terms of GEWE, equity and inclusion, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalized groups) will be sought and taken into account. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible. Focus group discussions and participatory activities should be organized separately provided that mixed groups could limit participation. Female interviewers and enumerators shall be recruited to interview women and girls benefiting from the programme. While for the quantitative methods a valid contrafactual shall be established to allow analysis of attribution, for the qualitative methods the sampling strategy should seek to identify different groups of the population, including those that are most vulnerable including persons living with disabilities. The evaluation team will propose detailed sampling strategy as part of the inception report.
62. Looking for explicit consideration of gender and equity/inclusion in the data after fieldwork is too late; the evaluation team must have a clear and detailed plan for collecting data from women and men in gender and equity-sensitive ways before fieldwork begins.
63. The evaluation findings, conclusions and recommendations must reflect gender, equity and inclusion analysis. The findings should include a discussion on intended and unintended effects of the intervention on these dimensions. The report should provide lessons/ challenges/recommendations for conducting gender and equity-responsive evaluations in the future.
64. The following mechanisms for **independence and impartiality** will be employed:
- a. Evaluation Committee (see Annex 3) has been established to validate key deliverables including this ToR and take other relevant decisions related to the evaluation.
 - b. Evaluation Reference Group (ERG) composed of internal and external stakeholders (see Annex 4) has been established to provide technical advice, comment on evaluation deliverables and act as key informants at inception and possible data collection phase.
 - c. An evaluation manager that will not be involved in the implementation of the project has been nominated. He will be supported and advised by the Evaluation Officer in the Regional Bureau.

Moreover, all key deliverables will be submitted for second-level external quality assurance as per WFP's standard process for decentralized evaluations.

65. Potential **risks to the methodology and mitigation measures** are presented in Table 6 below.

Table 6: Risks and mitigation strategies

Risk	Mitigation strategy
High WFP staff turnover reducing the historical knowledge.	WFP will thoroughly document project implementation. An archiving system will be created at the start of the implementation and the evaluation manager will ensure that all relevant reports and information are uploaded regularly.
Difficulties in accessing the beneficiary populations for data collection.	The evaluation firm may consider working with third party firms to collect quantitative survey data. This approach was successfully used in other WFP monitoring and evaluation exercises in Haiti.
Security situation in the country: The Multinational Security Support Mission 2024 deployment to Haiti to support the Haitian police could increase security risks and cause large numbers of people to be internally displaced by the police's anti-gang operations. Mitigation measures.	The evaluation manager will closely liaise with Access and Security units within WFP Haiti and discuss relevant information with the evaluation firm prior to any field deployments. Although in person data collection is encouraged, if physical movement is limited, remote data collection can be considered for certain types of information.
Limited time of the populations to take part in participatory activities limiting effective participation.	The evaluation team will seek information on appropriate timing and location of the participatory activities that to the extent possible should be planned close to the place of residence. In case that travel is required, a compensation of transportation costs should be considered in the firm's budget.
Given the progressive handover of schools from the Mc-Govern Dole project to the fully locally sourced model, there is a risk that the initial sample is not representative for the midterm and final evaluations.	The evaluation team will factor the handover of 100 schools that have not yet been identified into the sampling strategy to ensure sufficient sample size and representativity at midline and endline.

4.3. EVALUABILITY ASSESSMENT

66. Provided that the evaluation is being planned from the onset of the project implementation and that the evaluation team is expected to develop appropriate methodology and recommend adjustments to the PMP if necessary to enhance evaluability, the overall evaluability is deemed high.

67. The United Nations Development Programme Evaluability Checklist is presented in Table 7 to provide further analysis.

Table 7: Evaluability checklist

Categories	Yes	No
1. Does the subject of the evaluation have a clearly defined theory of change ? Is there common understanding as to what initiatives will be subject to evaluation?	✓	
2. Is there a well-defined results framework for the initiative(s) that are subject to evaluation? Are goals, outcome statements, outputs, inputs and activities clearly defined? Are indicators SMART? ⁵⁵	✓	

⁵⁵ Specific, Measurable, Assignable, Relevant and Time-bound.

3.	Is there sufficient data for evaluation ? This may include baseline data, data collected from monitoring against a set of targets, well-documented progress reports, field visit reports, reviews and previous evaluations.	✓	
4.	Is the planned evaluation still relevant , given the evolving context? Are the purpose and scope of the evaluation clearly defined and commonly shared among stakeholders? What evaluation questions are of interest to whom? Are these questions realistic, given the project design and likely data availability and resources available for the evaluation?	✓	
5.	Will political, social and economic factors allow for effective implementation and use of the evaluation as envisaged?	✓*	
6.	Are there sufficient resources (human and financial) allocated to the evaluation?	✓	

Source: UNDP Checklist and own elaboration

* As mentioned in the context section and the table of risks, the current security situation is fragile and its deterioration could pose challenges to both project implementation and evaluability.

68. During the inception phase for the midterm and final evaluation, the evaluation team will be expected to perform an in-depth evaluability assessment and critically assess data availability, quality and gaps expanding on the information provided in Section 4.3. This assessment will inform the data collection and the choice of evaluation methods. The evaluation team will need to systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data during the reporting phase.
69. Overall, the primary data collection should complement and triangulate the project monitoring data and progress information included in the annual performance report.

4.4. ETHICAL CONSIDERATIONS

70. The evaluation must conform to [UNEG ethical guidelines for evaluation](#). Accordingly, the selected evaluation firm is responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of respondents, ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results do no harm to respondents or their communities. Special considerations and safeguards shall be put in place when collecting data from minors.
71. The evaluation firm will be responsible for managing any potential ethical risks and issues and must put in place, in consultation with the evaluation manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.
72. The evaluation firm must ensure that the location where interviews, focus group discussions and other data collection activities take place effectively ensure confidentiality to the respondents. Procedures for informed consent shall be adapted to the age and other characteristics of the persons participating in the evaluation to ensure informed and voluntary participation.
73. The team and evaluation manager will not have been involved in the design, implementation or monitoring of the WFP *Nou Manje Pou Nou Aprann* nor have any other potential or perceived conflicts of interest. All members of the evaluation team will abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct as well as the WFP technical note on gender and personal data protection. The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order are expected to sign a confidentiality agreement and a commitment to ethical conduct. These templates will be provided by the country office when signing the contract.

4.5. QUALITY ASSURANCE

74. The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of [Quality Assurance Checklists](#). The quality assurance will be systematically applied during this evaluation and relevant documents will be provided to the evaluation team. This includes checklists for feedback on quality for each of the evaluation products. The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
75. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice. This quality assurance process does not interfere with the views or independence of the evaluation team but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.
76. The WFP evaluation manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization. In addition to the quality reviews outlined in the DEQAS Process Guide, the McGovern-Dole evaluation reports and baseline study report will undergo a final review by USDA before approval.
77. To enhance the quality and credibility of decentralized evaluations, an outsourced [decentralized evaluation quality support](#) (DEQS) service directly managed by the WFP Office of Evaluation reviews the draft ToR, the draft inception and the evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.
78. The evaluation manager will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#),^[1] a rationale should be provided for comments that the team does not take into account when finalizing the report.
79. The evaluation team will be required to ensure the quality of data (reliability, consistency and accuracy) throughout the data collection, synthesis, analysis and reporting phases.
80. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in the [WFP Directive CP2010/001](#) on information disclosure.
81. WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP.
82. All final evaluation reports will be subject to a [post hoc quality assessment](#) (PHQA) by an independent entity through a process that is managed by the WFP Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.
83. Debriefing presentation will be organized with internal stakeholders and cooperating partners at the end of data collection for the midterm and final evaluation, as well as a stakeholder workshop during which evaluation findings and conclusions will be discussed and recommendations co-created.

^[1] [UNEG Norm #7](#) states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”

5. Organization of the evaluation

5.1. PHASES AND DELIVERABLES

84. All phases (baseline, midterm and end line) of the evaluation shall be conducted by the same evaluation firm, contingent upon satisfactory performance of previous evaluations under this ToR. The company will be contracted for the baseline and midterm on a test/probationary basis. Provided the company meets the standards during baseline and midterm the Purchase Order will be increased, and addendum issued to include first the midterm and then the endline evaluations.
85. All final versions of USDA International Food Assistance evaluation reports and baseline report will be made publicly available. Evaluators shall provide a copy of the reports that is free of personally identifiable information and proprietary information. Final versions of reports ready for publication should be accessible to persons with disabilities following section 508 requirements. For guidance on creating documents accessible to persons with disabilities, please see the following resources:
- a. <https://www.section508.gov/create/documents>
 - b. <https://www.section508.gov/create/pdfs>
86. Table 8 presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. Annex 2 presents a more detailed timeline.

Table 8: Summary timeline – key evaluation milestones

Main phases	Indicative timeline	Tasks and deliverables	Responsible
1. Preparation phase for overall evaluation	Dec 2023 to March 2024	Preparation of ToR Selection of the evaluation team & contracting Document review	Evaluation manager
Baseline			
2. Inception	March to May 2024	Inception mission Inception report Comments process Presentation of the methodology to WFP in a meeting (PPT) Data collection instruments (as applicable)	Evaluation Team Leader
3. Data collection	May to June 2024	Fieldwork Exit debriefing (PPT)	Evaluation Team Leader
4. Reporting	June to July 2024	Data analysis and report drafting Comments process Draft Baseline report 10-page summary Stakeholder workshop (PPT) Donor revision	Evaluation Team
5. Dissemination and follow-up	August to September 2024	Donor approval and dissemination of the baseline report	Evaluation manager
Midterm Evaluation			
6. Inception phase for midterm evaluation	January to April 2026	Inception mission Inception report Comments process Data collection instruments (as applicable)	Evaluation Team Leader

7. Data collection	May to June 2026	Fieldwork Exit debriefing (PPT)	Evaluation Team Leader
8. Reporting	June to August 2026	Data analysis and report drafting Comments process Learning workshop to co-create recommendations (PPT) Draft Evaluation report 10-page summary	Evaluation Team
9. Dissemination and follow-up	August to September 2026	Donor approval and dissemination of the evaluation report Management response	Evaluation manager
Endline Evaluation			
10. Inception phase for endline evaluation	November 2027 to February 2028	Inception mission Comments process Inception report Data collection instruments (as applicable)	Evaluation Team
11. Data collection	March to June 2028	Fieldwork Exit debriefing (PPT)	Evaluation Team
12. Reporting	June to August 2028	Data analysis and report drafting Comments process Learning workshop to co-create recommendations (PPT) Draft Evaluation report 10-page summary	Evaluation Team
13. Dissemination and follow-up	September 2028	Donor approval and dissemination of the evaluation report Management response	Evaluation manager

87. The draft deliverables shall be submitted to the evaluation manager in French. The evaluation firm shall budget a professional translation of the draft four of the baseline, midterm and final reports into English (prior to submission to USDA) and final version of the inception report. Besides the baseline, midterm and final evaluation report in French and English, once approved, the evaluation firm shall submit a 10-page summary report in French (visually attractive) to be circulated with project stakeholders at baseline, midterm and endline.

5.2. EVALUATION TEAM COMPOSITION

88. The evaluation team is expected to include four to six members, including the team leader, a mix of national and international evaluators is required. To the extent possible, the evaluation will be conducted by a gender-balanced and geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have experience carrying out evaluations for WFP.

89. The team will be multi-disciplinary and include members who, together, include an appropriate balance of technical expertise and practical knowledge in the following areas:

- Evaluations using mixed methods including quasi-experimental designs and participatory techniques
- School meals, nutrition and food security
- Support to smallholder farmers
- Procurement and supply chain
- Capacity and systems strengthening

- Good knowledge of gender, equity and wider inclusion issues
 - All team members should have strong analytical and communication skills, evaluation experience with a track record of written work on similar assignments, and familiarity with Haiti and/or similar contexts
 - All team members should be fluent in French and has a working level knowledge of English
90. The team leader will have expertise in one of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology and data collection tools. She/he will also have leadership, analytical and communication skills, including a track record of excellent French writing, synthesis and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; and iv) drafting and revising, as required, the inception report, the end of field work (i.e., exit) debriefing presentation and evaluation report in line with DEQAS.
91. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; and iv) contribute to the drafting and revision of the evaluation products in their technical area(s).
92. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP evaluation manager. The team will be hired following agreement with WFP on its composition.

5.3. ROLES AND RESPONSIBILITIES

93. The **Evaluation Team** is responsible for responding to all communication from the WFP Evaluation Manager in a timely manner. They are also responsible for revising deliverables and responding to stakeholder comments within the comments matrix in accordance with deadlines agreed upon by the Evaluation Team and WFP. The expected rounds of revision for each deliverable are as follows:
- a. Baseline, midterm, and endline evaluation reports:
 - i. Revised report and comment matrix responses in response to Regional Evaluation Unit and Evaluation Manager feedback (first round of comments)
 - ii. Revised report and comment matrix responses in response to DEQS feedback (second round of comments)
 - iii. Revised report and comment matrix responses in response to ERG feedback (third round of comments)
 - iv. Revised report and response to address any feedback that was not adequately addressed in previous revisions (as needed). The EM will review the ET's responses to ERG, DEQS, REU, and EM comments in a combined comment matrix and may request the ET to make additional edits if any comments were not adequately addressed.
 - v. Revision and comment matrix responses in response to USDA feedback (fourth round of comments)
 - vi. Revision and response to address any feedback from USDA that was not adequately addressed in previous revisions.
 - b. Inception reports and tools for baseline, midterm, and endline do not require USDA revision unless there have been changes to the design proposed in the previously approved ToR or precedent deliverables.
94. The WFP Haiti Deputy Country Director will take responsibility to:
- Assign an evaluation manager for the evaluation - Smaila Gnegne, Head of RAM
 - Compose the internal evaluation committee and the evaluation reference group (see below)
 - Approve the final ToR, inception and evaluation reports
 - Approve the evaluation team selection

- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and a reference group
 - Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team
 - Organize and participate in two separate debriefings, one internal and one with external stakeholders
 - Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.
95. The **evaluation manager** manages the evaluation process through all phases including: drafting this ToR; identifying the evaluation team; preparing and managing the budget; setting up the evaluation committee and evaluation reference group; ensuring quality assurance mechanisms are operational and effectively used; consolidating and sharing comments on draft inception and evaluation reports with the evaluation team; ensuring that the team has access to all documentation and information necessary to the evaluation; facilitating the team's contacts with local stakeholders; supporting the preparation of the field mission by setting up meetings and field visits, providing logistic support during the fieldwork and arranging for interpretation, if required; organizing security briefings for the evaluation team and providing any materials as required; and conducting the first level quality assurance of the evaluation products. The evaluation manager will be the main interlocutor between the team, represented by the team leader, the firm's focal point, and WFP counterparts to ensure a smooth implementation process.
96. An internal **evaluation committee** is formed to help ensure the independence and impartiality of the evaluation, oversee the evaluation process, make key decisions and review evaluation products. Annex 3 provides further information on the composition of the evaluation committee.
97. **An evaluation reference group (ERG)** is formed as an advisory body. The evaluation reference group members will review and comment on the draft evaluation products and act as key informants in order to contribute to the relevance, impartiality and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process. Annex 4 provides further information on the composition of the evaluation reference group.
98. **The regional bureau** will take responsibility to:
- Advise the evaluation manager and provide support to the evaluation process where appropriate
 - Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required
 - Provide comments on the draft ToR, inception and evaluation reports
 - Support the preparation of a management response to the evaluation and track the implementation of the recommendations.
99. While the evaluation officer Michala Assankpon will perform most of the above responsibilities, other regional bureau-relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.
100. **Relevant WFP Headquarters divisions**, including the School-Based Programmes (SBP) Division, will take responsibility to:
- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
 - Comment on the evaluation TOR, inception and evaluation reports, as required.
 - The SBP evaluation officer will provide feedback on the ToR, inception reports, baseline report, and evaluation reports, reviewing deliverables for quality and adherence to USDA requirements.
101. **Other Stakeholders** (National Government including relevant ministries, implementing partners / NGOs, partner UN agencies) will be part of the Evaluation reference group and invited to the stakeholder workshops.
102. **The Office of Evaluation** is responsible for overseeing WFP decentralized evaluation function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the Regional Evaluation Officer, the Evaluation Manager and Evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the regional

evaluation officer and the Office of Evaluation helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines.

103. **United States Department of Agriculture (USDA)** will be involved in the evaluation throughout all phases. Relevant staff members of USDA (Program Analyst and M&E Lead) review and approve the Evaluation Plan, Terms of Reference, and Evaluation Reports, serve as a member of the Evaluation Reference Group, and participate in stakeholder meetings as needed. They may be interviewed as key informants and participate in the presentation of the evaluation findings.
104. The **WFP Partnerships Officer - Washington Office (WAS)** will work closely with the WFP CO, SBP Evaluation Officer, RB, and OEV to ensure smooth communication and submission of key evaluation deliverables to USDA, according to project timelines. The Partnerships Officer will review evaluation deliverables for adherence to USDA policy, facilitate communication with USDA, and coordinate with USDA to seek feedback of TORs and evaluation reports.

5.4. SECURITY CONSIDERATIONS

105. As an “independent supplier” of evaluation services to WFP, the contracted firm will be responsible for ensuring the security of the evaluation team, and adequate arrangements for evacuation for medical or situational reasons. However, to avoid any security incidents, the evaluation manager will ensure that the WFP country office registers the team members with the security officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground. The evaluation team must observe applicable United Nations Department of Safety and Security rules and regulations including taking security training (BSAFE & SSAFE), curfews (when applicable) and attending in-country briefings. Specific security measures for women visiting the field sites should be put in place upon consultation with WFP Haiti Security Officer and if recommended to do so at the time of data collection.
106. WFP can support with the access to the United Nations Humanitarian Air Service bookings; however, tickets and any other expenses shall be covered by the evaluation firm.

5.5. COMMUNICATION

107. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. The evaluation team leader is expected to communicate with the evaluation manager appointed for this mandate who will streamline the communication with the country, regional and global level as well as other external stakeholders as necessary.
108. Should translators be required for fieldwork, the evaluation firm will make arrangements and include the cost in the budget proposal.
109. Based on the stakeholder analysis, the communication and knowledge management plan (Annex 5) identifies the users of the evaluation to involve in the process and to whom the report should be disseminated. The communication and knowledge management plan indicates how findings including gender, equity and wider inclusion issues will be disseminated and how stakeholders interested in, or affected by, gender, equity and wider inclusion issues will be engaged.
110. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation. Following the approval of the final evaluation report, the report and associated deliverables will be disseminated as per Annex 5. Baseline, midterm, and endline reports will be published on USDA's website.
111. All deliverables shall conform to WFP templates and standards.

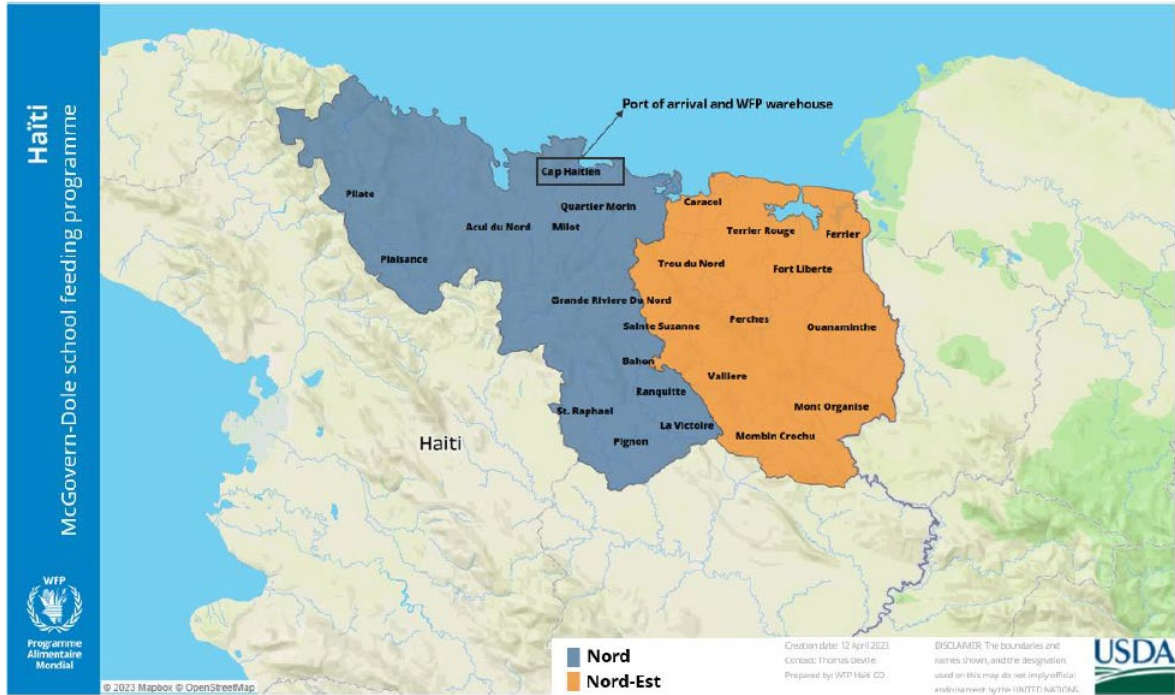
5.6. PROPOSAL

112. The evaluation will be financed from *Nou Manje Pou Nou Aprann* project budget.

113. The offers may be submitted either in French or in English and must include a detailed budget for the evaluation, including consultant and enumerators fees, travel costs and other costs (interpreters, etc.) and comply with the WFP travel policy.
114. Following the technical and financial assessment, an improved offer could be requested by WFP to the preferred bid(s) to better respond to the TOR requirements. WFP may conduct reference checks and interviews with selected team members. Once the offer is accepted by all parties, WFP will issue a purchase order for the baseline study deliverables. The purchase order will be increased to include the midterm and endline evaluation deliverables upon satisfactory completion of the baseline and midterm deliverables.
115. Please send any queries to Smaila Gnegne, Evaluation Manager at smaila.gnegne@wfp.org.

Annexes

Annex 1: Map



Annex 2: Timeline

	Phases, deliverables and timeline	Key dates
Phase 1 - Preparation (baseline, midterm, endline)		Up to 8 weeks
EM	Desk review, draft ToR and quality assurance (QA) by EM and REO using ToR QC	(2 weeks)
EM	Share draft ToR with decentralized evaluation quality support (DEQS) service and organize follow-up call with DEQS	(6 days)
EM	Review draft ToR based on DEQS and REO feedback and share with ERG	(3 days)
EM	Start identification of evaluation team	(1 day)
ERG	Review and comment on draft ToR	(1 week)
EM	Review draft ToR based on comments received and submit final ToR to EC Chair	(1 week)
EM and WAS	Review draft ToR based on EC feedback and share with USDA (via WAS team)	(1 week)
USDA	Review and comment on draft ToR	(2 weeks)
EM and WAS	Update ToR and share with USDA for final approval (via WAS team)	(1 week)
EC Chair and USDA	Approve the final ToR and share with ERG and key stakeholders	(1 week)
EM	Assess evaluation proposals and recommends team selection	(3 days)
EM	Evaluation team recruitment/contracting	(2 weeks)
EC Chair	Approve evaluation team selection and recruitment of evaluation team	(1 week)
Phase 2 - Inception (Baseline study)		Up to 7 weeks
EM/TL	Brief core team	(1 day)
ET	Desk review of key documents	(3 days)
	Inception mission in the country (if applicable)	(1 week)
ET	Draft inception report	(1 week)
ET	Presentation of the evaluation design to WFP	(1 day)
EM	Quality assurance of draft IR by EM and REO using QC, share draft IR with decentralized evaluation quality support (DEQS) service and organize follow-up call with DEQS	(1 week)
ET	Review draft IR based on feedback received by DEQS, EM and REO	(1 week)
EM	Share revised IR with ERG	
ERG	Review and comment on draft IR	(2 weeks)
EM	Consolidate comments	
ET	Review draft IR based on feedback received and submit final revised IR	(1 week)

EM	Review final IR and submit to the evaluation committee for approval	
EC Chair and WAS	Approve final IR and share with ERG for information. WAS representative shares the IR with USDA	(1 week)
Phase 3 – Data collection (Baseline study)		Up to 4 weeks
EC Chair/ EM	Brief the evaluation team at CO	(1 day)
ET	Data collection	(4 weeks)
ET	In-country debriefing (s)	(1 day)
Phase 4 – Reporting (Baseline study)		Up to 14 weeks
ET	Draft baseline report (BR)	(3 weeks)
EM	Quality assurance of draft BR by EM and REO using the QC, share draft ER with decentralized evaluation quality support (DEQS) service and organize follow-up call with DEQS	(1 week)
ET	Review and submit draft BR based on feedback received by DEQS, EM and REO	(1 week)
EM	Circulate draft BR for review and comments to ERG, RB and other stakeholders	
ERG	Review and comment on draft BR	(2 weeks)
ET	Presentation of the baseline results to the ERG	(1 day)
EM	Consolidate comments received	
ET	Review draft BR based on feedback received and submit revised BR	(1 week)
EM	Review final revised BR and submit to the evaluation committee	
EM and WAS	Review draft BR based on EC feedback, translate to English and share with USDA (via WAS team)	(2 weeks)
USDA	Review and comment on draft BR	(3 weeks)
EM and WAS	Update BR and share with USDA for final approval (via WAS team)	(1 week)
EC Chair	Approve final baseline report and share with key stakeholders for information	
Phase 5 - Dissemination and follow-up (Baseline Study)		Up to 4 weeks
EC Chair	Prepare management response	(4 weeks)
EM	Share final baseline report with the REO and OEV for publication and participate in end-of-evaluation lessons learned call	
Phase 6 - Inception (Midterm evaluation)		Up to 7 weeks
EM/TL	Brief core team	(1 day)

ET	Desk review of key documents	(3 days)
	Inception mission in the country (if applicable)	(1 week)
ET	Draft inception report	(1 week)
EM	Quality assurance of draft IR by EM and REO using QC, share draft IR with decentralized evaluation quality support (DEQS) service and organize follow-up call with DEQS	(1 week)
ET	Review draft IR based on feedback received by DEQS, EM and REO	(1 week)
EM	Share revised IR with ERG	
ERG	Review and comment on draft IR	(2 weeks)
EM	Consolidate comments	
ET	Review draft IR based on feedback received and submit final revised IR	(1 week)
EM	Review final IR and submit to the evaluation committee for approval	
EC Chair and WAS	Approve final IR and share with ERG for information. WAS representative shares the IR with USDA	(1 week)
Phase 7 – Data collection (Midterm evaluation)		Up to 4 weeks
EC Chair/ EM	Brief the evaluation team at CO	(1 day)
ET	Data collection	(4 weeks)
ET	In-country debriefing (s)	(1 day)
Phase 8 – Reporting (Midterm evaluation)		Up to 15 weeks
ET	Draft evaluation report	(3 weeks)
EM	Quality assurance of draft ER by EM and REO using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	(1 week)
ET	Review and submit draft ER based on feedback received by DEQS, EM and REO	(1 week)
EM	Circulate draft ER for review and comments to ERG, RB and other stakeholders	
ERG	Review and comment on draft ER	(2 weeks)
ET	Recommendation co-creation workshop	(2 days)
EM	Consolidate comments received	
ET	Review draft ER based on feedback received and submit final revised ER	(2 weeks)
EM	Review final revised ER and submit to the evaluation committee	
EM and WAS	Review draft ER based on EC feedback, translate to English and share with USDA (via WAS team)	(2 weeks)
USDA	Review and comment on draft ER	(3 weeks)
EM and WAS	Update ER and share with USDA for final approval (via WAS team)	(1 week)

EC Chair	Approve final evaluation report and share with key stakeholders for information	
Phase 9 - Dissemination and follow-up (Midterm evaluation)		Up to 4 weeks
EC Chair	Prepare management response	(4 weeks)
EM	Share final evaluation report and management response with the REO and OEV for publication and participate in end-of-evaluation lessons learned call	
Phase 10 - Inception – (Endline evaluation)		Up to 7 weeks
EM/TL	Brief core team	(1 day)
ET	Desk review of key documents	(3 days)
	Inception mission in the country (if applicable)	(1 week)
ET	Draft inception report	(1 week)
EM	Quality assurance of draft IR by EM and REO using QC, share draft IR with quality support service (DEQS) and organize follow-up call with DEQS	(1 week)
ET	Review draft IR based on feedback received by DEQS, EM and REO	(1 week)
EM	Share revised IR with ERG	
ERG	Review and comment on draft IR	(2 weeks)
EM	Consolidate comments	
ET	Review draft IR based on feedback received and submit final revised IR	(1 week)
EM	Review final IR and submit to the evaluation committee for approval	
EC Chair	Approve final IR and share with ERG for information	(1 week)
Phase 11 – Data collection (Endline evaluation)		Up to 4 weeks
EC Chair/ EM	Brief the evaluation team at CO	(1 day)
ET	Data collection	(4 weeks)
ET	In-country debriefing (s)	(1 day)
Phase 12 – Reporting (Endline evaluation)		Up to 15 weeks
ET	Draft evaluation report	(3 weeks)
EM	Quality assurance of draft ER by EM and REO using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	(1 week)
ET	Review and submit draft ER based on feedback received by DEQS, EM and REO	(1 week)
EM	Circulate draft ER for review and comments to ERG, RB and other stakeholders	
ERG	Review and comment on draft ER	(2 weeks)
ET	Recommendation co-creation workshop	(2 days)

EM	Consolidate comments received	
ET	Review draft ER based on feedback received and submit final revised ER	(2 weeks)
EM	Review final revised ER and submit to the evaluation committee	
EM and WAS	Review draft ER based on EC feedback, translate to English and share with USDA (via WAS team)	(2 weeks)
USDA	Review and comment on draft ER	(3 weeks)
EM and WAS	Update ER and share with USDA for final approval (via WAS team)	(1 week)
EC Chair	Approve final evaluation report and share with key stakeholders for information	
Phase 13 - Dissemination and follow-up (Endline evaluation)		Up to 4 weeks
EC Chair	Prepare management response	(4 weeks)
EM	Share final evaluation report and management response with the REO and OEV for publication and participate in end-of-evaluation lessons learned call	

Annex 3: Role and Composition of the Evaluation Committee

Purpose and role: The purpose of the evaluation committee (EC) is to ensure a credible, transparent, impartial and quality evaluation in accordance with WFP evaluation policy. It will achieve this by supporting the evaluation manager in making decisions, reviewing draft deliverables (ToR, inception report and evaluation report) and submitting them for approval by the Country Director/Deputy Country Director (CD/DCD) who will be the chair of the committee.

Composition: The evaluation committee will be composed of the following staff:

- Erwan Rumen, Deputy Country Director (Chair of the Evaluation Committee)
- Smaila Gnegne, Evaluation manager (Evaluation Committee Secretariat)
- Methode Mulamira, Monitoring and Evaluation Officer, Alternate Evaluation manager
- Daniel Ham, Programme and Policy Officer (Head of Resilience Building)
- Thomas Deville, Programme and Policy Officer (Schoolfeeding)
- Paul Ilfrene, Head of Sub-office, Cap-Haitien
- Michala Assankpon, Evaluation Officer (Regional Bureau Panama)
- Geraldine Jaika Ngoran, Procurement Officer (during preparation phase and for contracting related decisions)

Annex 4: Role and Composition of the Evaluation Reference Group

Purpose and role: The evaluation reference group (ERG) is an advisory group providing advice and feedback to the evaluation manager and the evaluation team at key moments during the evaluation process. It is established during the preparatory stage of the evaluation and is mandatory for all decentralized evaluations.

The overall purpose of the evaluation reference group is to contribute to the credibility, utility and impartiality of the evaluation. For this purpose, its composition and role are guided by the following principles:

- **Transparency:** Keeping relevant stakeholders engaged and informed during key steps ensures transparency throughout the evaluation process
- **Ownership and Use:** Stakeholders' participation enhances ownership of the evaluation process and products, which in turn may impact on its use
- **Accuracy:** Feedback from stakeholders at key steps of the preparatory, data collection and reporting phases contributes to accuracy of the facts and figures reported in the evaluation and of its analysis.

Members are expected to review and comment on draft evaluation deliverables and share relevant insights at key consultation points of the evaluation process.

The main roles of the evaluation reference group are as follows:

- Review and comment on the draft ToR
- Suggest key references and data sources in their area of expertise
- Participate in face-to-face or virtual briefings to the evaluation team during the inception phase and/or evaluation phase
- Review and comment on the draft inception report
- Participate in field debriefings (optional)
- Review and comment on the draft evaluation report and related annexes, with a particular focus on:
a) factual errors and/or omissions that could invalidate the findings or change the conclusions; b) issues of political sensitivity that need to be refined in the way they are addressed or in the language used; c) recommendations
- Participate in learning workshops to validate findings and discuss recommendations
- Provide guidance on suggested communications products to disseminate learning from the evaluation.

Composition

Haiti
<p>WFP Haiti:</p> <ul style="list-style-type: none">○ Erwan Rumen, Deputy Country Director (Chair of the Evaluation Committee)○ Smaila Gnegne, Evaluation manager (Evaluation Committee Secretariat)○ Methode Mulamira, Monitoring and Evaluation Officer, Alternate Evaluation manager○ Daniel Ham, Programme and Policy Officer (Head of Resilience Building)○ Thomas Deville, Programme and Policy Officer (Schoolfeeding)○ Paul Ilfrene, Head of Sub-office, Cap-Haitien○ Michala Assankpon, Evaluation Officer (Regional Bureau Panama)○ Geraldine Jaika Ngoran, Procurement Officer (during preparation phase and for contracting related decisions) <ul style="list-style-type: none">• CRS: Lambert, Renee, Head of Programme• BND / AMURT: Michelle Routhier, Head of Programme• MENFP: Auguste D'Meza, Special Advisor• MARNDR: Vilaire Guerrier, Chief of Staff• DDE Nord Est: Joseph Edgard Dumay, Director• DDA Nord: Frantz Dorvil, Director• DINEPA: M. Guito Edouard, General Director• PNCS: Djina Guillet Delatour, National Coordinator• UNICEF: Ariana Valcarce, Education Specialist• IDB: Marie-Evan Tamagnan, Senior Education Specialist• University of Quisqueya: Gael PRESSOIR, Research Director
Regional bureau
<ul style="list-style-type: none">• Michala Assankpon, Evaluation officer (RBP)• Alejandra Carmona, Programme Policy Officer (SAMS)• Sarah Kohnstamm, Programme Policy Officer (SBP)• Cecilia Roccato, Programme Policy Officer (Gender)
Headquarters
<ul style="list-style-type: none">• Anna Hamilton, SBP Evaluation Officer
USDA
<ul style="list-style-type: none">• David Williams, Programme Analyst• Eric Baylor, Agricultural Attaché

Annex 5: Communication and Knowledge Management Plan

Internal communication plan

When <i>Evaluation phase</i>	What- <i>Communication product/information</i>	To whom- <i>Target group or individuals / position</i>	From whom <i>Lead commissioning office staff</i>	How (in what way) <i>Communication means</i>	Why-Purpose of communication
Preparation/ TOR	Draft TOR	Key stakeholders through the Evaluation reference Group, CO, RB and partner staff	Evaluation manager on behalf of the evaluation committee	Email	To get comments
	Final TOR	Key stakeholders through the Evaluation reference Group CO, RB and partner staff Relevant support staff	Evaluation manager	Email	Inform the relevant staff of the overall plan for the evaluation, including critical dates and milestones. Inform the support staff on the selected option for contracting team
Inception	Draft Inception report	Key stakeholders through the Evaluation reference Group CO, RB and partner staff	Evaluation manager on behalf of the evaluation committee	Email	To get comments
	Final Inception Report	Key stakeholders through the Evaluation reference Group CO, RB and partner staff Relevant support staff	Evaluation manager	Email	Inform the relevant staff of the detailed plan for the evaluation, including critical dates and milestones; sites to be visited; stakeholders to be engaged etc. Informs the support staff (especially administration) of required logistical support

When <i>Evaluation phase</i>	What- <i>Communication product/information</i>	To whom- <i>Target group or individuals / position</i>	From whom <i>Lead commissioning office staff</i>	How (in what way) <i>Communication means</i>	Why- <i>Purpose of communication</i>
Data collection	Debriefing power-point	CO Management and programme staff	Team leader (may be sent to EM who then forwards to the relevant staff)	Email	Allow reflection on the preliminary findings before the scheduled debriefing
Data Analysis and Reporting	Draft Evaluation report	Key stakeholders through the Evaluation reference Group CO, RB and partner staff	Evaluation manager, on behalf of the evaluation committee	Email; plus internal learning and validation workshop	Request for comments on the draft report
	Final evaluation Report	Key stakeholders through the Evaluation reference Group CO, RB and partner staff	Evaluation manager on behalf of the evaluation committee	Email	Informing internal stakeholders of the final main product from the evaluation Making the report available publicly
Dissemination & Follow-up	Draft Management Response to the evaluation recommendations	CO, RB and partner (if relevant) staff	Evaluation manager, on behalf of the evaluation committee	Email and management response preparation workshop	Communicate the suggested actions on recommendations and elicit comments Discuss the action to address the evaluation recommendations
	Final management Response	RB and CO staff	Evaluation manager	Email, plus shared folders Posting report and MR on WFPgo	Ensure that all relevant staff are informed on the commitments made on taking actions Make MR accessible across organisation

External Communication Plan

When <i>Evaluation phase</i>	What- <i>Communication product/information</i>	To whom- <i>Target group or individuals / position</i>	From whom <i>Lead commissioning office staff</i>	How (in what way) <i>Communication means</i>	Why-Purpose of communication
Preparation	Draft TOR	Key stakeholders Through the Evaluation reference Group; and directly to stakeholders not represented in the ERG	Evaluation manager	Email; plus a meeting of the ERG if required	To seek feedback and comments on TOR
	Final TOR	Key stakeholders Through the Evaluation reference Group; and/or directly	EC Chair	Email; plus discussions during scheduled coordination meetings as appropriate	Informing stakeholders of the overall plan, purpose, scope and timing of the evaluation; and their role
Inception	Draft Inception report	Key stakeholders through the Evaluation reference Group; and/or directly	Evaluation manager	Email	To seek feedback and comments on draft Inception report
	Final Inception Report	Key stakeholders through the Evaluation reference Group; and/or directly	EC Chair	Email; plus discussions during scheduled coordination meetings as appropriate	Informing stakeholders of the detailed plan of the evaluation; and their role including when they will be engaged
Data collection and analysis debrief	Debriefing power-point	Key stakeholders through the Evaluation reference Group; and/or directly	Evaluation manager	Email	Invite the stakeholders to the external debriefing meeting, to discuss the preliminary findings
Reporting	Draft Evaluation report	Key stakeholders through the Evaluation reference Group; and/or directly	Evaluation manager, on behalf of the evaluation committee	Email; plus external learning and validation workshop	Request comments on the draft report

When <i>Evaluation phase</i>	What- <i>Communication product/ information</i>	To whom- <i>Target group or individuals / position</i>	From whom <i>Lead commissioning office staff</i>	How (in what way) <i>Communication means</i>	Why-Purpose of communication
	Final evaluation Report	Key stakeholders through the Evaluation reference Group; and/or directly External technical audience	Evaluation manager and RBP programme staff Evaluation manager	Email Posting report on WFP.org	Informing all key stakeholders of the final main product from the evaluation Making the report available publicly
Dissemination & Follow-up	Draft Management Response to the evaluation recommendations	Key stakeholders through the Evaluation reference Group; and/or directly	Evaluation manager, on behalf of the evaluation committee	Email	Communicate the suggested actions on recommendations and elicit comments, especially on actions required by external stakeholders
	Final Management response	External technical audience	Evaluation manager	Posting on WFP.org	Making the MR available publicly

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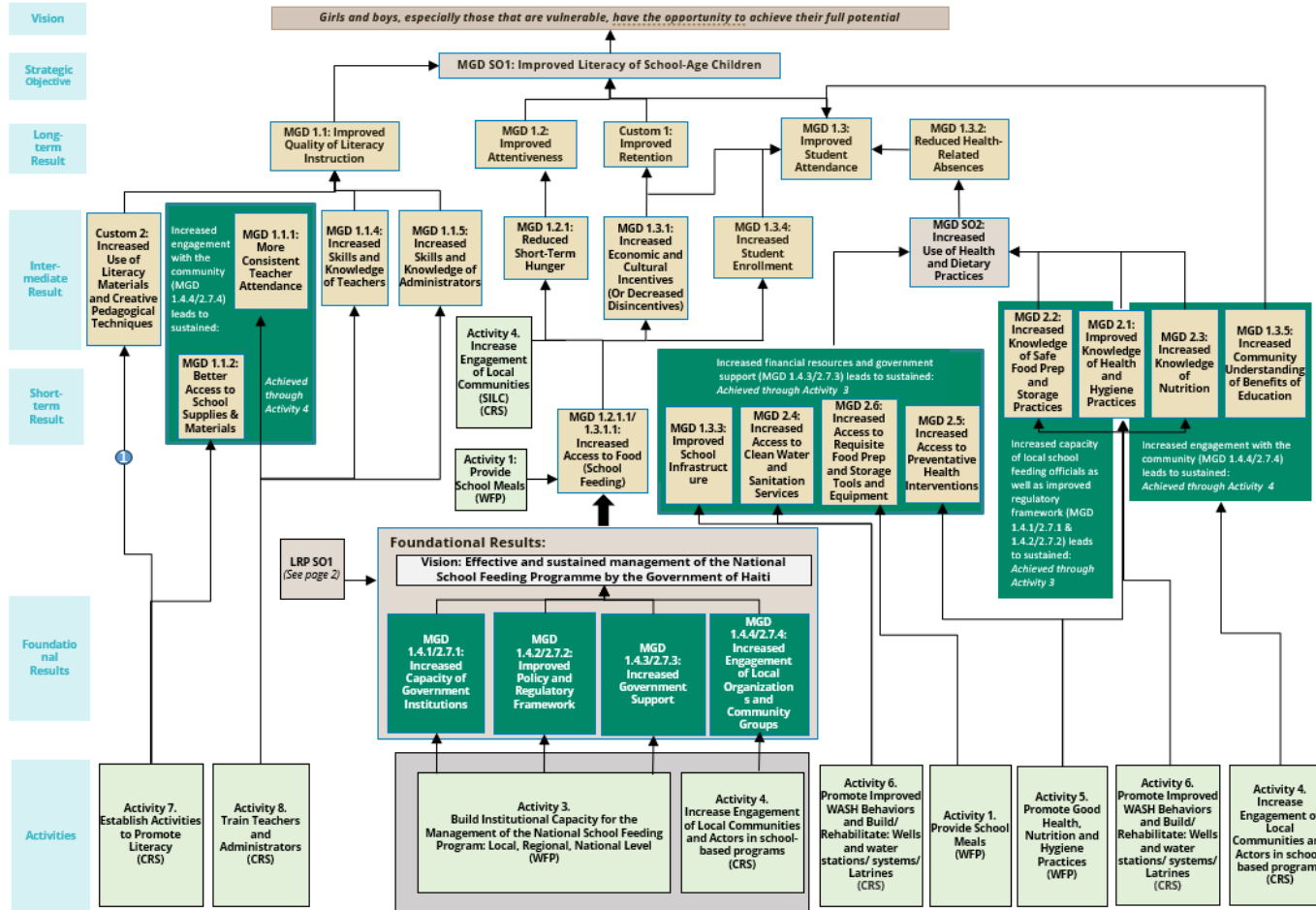
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Annex 7: Acronyms

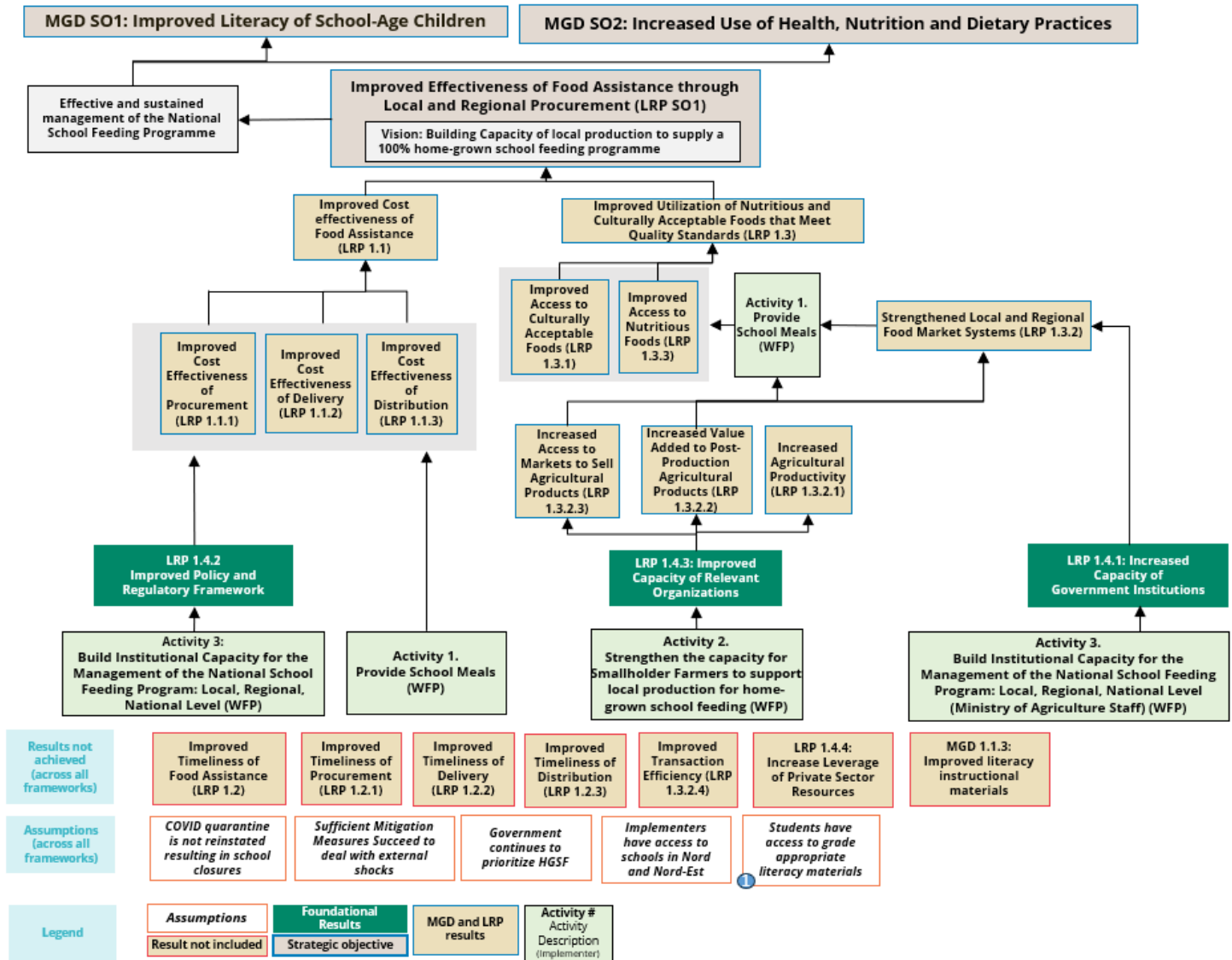
AMURT	Ananda Marga Universal Relief Team
BND	Nutrition and Development Office (<i>Bureau de Nutrition et Développement</i>)
CO	Country Office
EGRA	Early Grade Reading Assessment
FAS	Foreign Agriculture Service
IDB	Inter-American Development Bank
GEWE	Gender Equality and Women Empowerment
IDP	Internally Displaced Person
IPC	Integrated Phase Classification
MENFP	Ministry of Education and vocational trainings
MGD	McGovern-Dole
MT	Metric Tons
NSFPS	National School Feeding Policy and Strategy
OEV	Office of Evaluation
OPA	Local Agriculture Producer Organizations (<i>Organisations de Producteurs Agricoles</i>)
PNCS	National School Feeding Programme (<i>Programme National de Cantines Scolaires</i>)
RB	Regional Bureau
SABER	Systems Approach for Better Education Results
SO	Strategic Objective
ToR	Terms of Reference
USDA	United States Department of Agriculture

Annex 8: Results Framework

Nou Manje Pou Nou Aprann Results Framework (Page 1 of 2)



Nou Manje Pou Nou Aprann Results Framework (Page 2 of 2)



Annex 9: Project activity details

I. Provide school meals

This activity contributes to reduce hunger, improve alertness and attentiveness in classes and to encourage students to attend school regularly.

1.1 Provide school meals

Starting in September 2024, 75,000 children will receive a hot meal, 10,000 of whom will receive a meal supplemented with fresh local products. The proportion of students receiving fresh local products will increase every year to reach all children by the last school year of the project. For the fresh products, a small holder farmer association will be selected based on a pre-established list of administrative capacities, infrastructure, services, and sustainability criteria.

1.2 Create a safe school meals environment

Under this activity, essential Non-Food-Items (NFIs) will be provided to school canteens. The type of NFIs will depend on the assessment and will be composed of cooking pots, plates, spoons, pallets for storage, fuel efficient stoves and heat retention bags among other items.

II. Strengthen the Capacity for Smallholder Farmers to Support Local Production for Home-grown School Feeding

This activity contributes to the following objectives: to improve smallholder farmers' capacity to respond to increased demand for locally produced commodity needs for school meals.

2.1 Build capacity of local agricultural producer organizations

WFP, in collaboration with the Ministry of Agriculture, will conduct an identification and mapping of existing *Organisations de Producteurs Agricoles* (OPA) in Nord and Nord-Est departments. Subsequently, WFP will create an action plan to meet the infrastructural needs for each department to adequately respond to the school feeding programme's requirements.

2.2 Train smallholder farmers

WFP will define the curriculum based on the needs of the OPAs in both departments. WFP, in collaboration with the Ministry of Agriculture, will train the leaders from selected OPAs, on managing the supplying of local agricultural produce to the school feeding activities.

III. Build Institutional Capacity for the Management of the National School Feeding Program: Local, Regional, National

This activity contributes to (i) to strengthen the capacity of the Government of Haiti to better design, manage, monitor, and coordinate the National School Programme (ii) to support the conversion of national school feeding policy into legislation. (iii) to raise the profile of National School Feeding Programme of Haiti with donors and to build the capacity of the Government of Haiti to fundraise sustainably for its school feeding programme in an organized manner.

3.1 Improve institutional capacity and coordination

Under this activity WFP will support sectoral round table meetings to increase cooperation and coordination between various stakeholders in the Government of Haiti involved in school feeding programs. Also, WFP will conduct training for the Ministry of Agriculture alongside the selected small holder farmer associations on the supply chain of Home-Grown-School-Feeding Programmes. Further, the Ministry of Education personnel in the Nord and Nord-Est departments will be trained on the management and oversight of the school feeding program. Finally, WFP will help the Ministry of Education design and roll-out of an extension to the Education Management Information System to collect additional data on school feeding.

3.2 Improve policy and regulatory framework

WFP will engage the discussion with the Ministry of Education to define precisely how hired consultants will support on (i) the drafting of the school feeding manual which details the operational standards for school feeding and (ii) advocating and supporting the drafting of a school feeding law/decreree.

3.3 Increase financial capacity

WFP will initiate the discussions with the government to determine the scope and define parameter for the costing of the National School Feeding Programme and the associated donor mobilization and advocacy strategy.

IV. Increase Engagement of Local Communities and Actors in School-based Programs

This activity aims to build capacity of Parent-Teacher Associations to actively monitor and take part in the implementation of school-based programmes.

4.1 Support parent-teacher associations

4.2 Establish savings and internal lending communities

V. Promote Good Health, Hygiene and Nutrition Practices

This activity aims to increase awareness and adoption of good health, hygiene and nutrition practices by the children, parents, and community members.

5.1 Provide deworming medication

5.2 Implement nutrition, hygiene, and gender social and behavior change communication

5.3 Establish school gardens

5.4 Conduct trainings on safe food preparation and hygiene

WFP will train cooks on food preparation and nutrition including cleaning, health and hygiene standards and basic nutrition training will be provided for teachers. The directors and other members of the canteen management committee will be trained in the principles of proper commodity warehouse management.

VI. Promote Improved WASH behaviors and Build/Rehabilitate Wells and Water Stations/Systems/Latrines

This activity aims to improve school infrastructure for handwashing, latrines, and sanitation blocks and to improve WASH practices.

6.1 Conduct trainings on WASH practices

WFP, through subrecipient CRS, will organize a Training of Trainers on hygiene and related social behavior change (SBCC) messaging for school inspectors from Nord and Nord-Est Departments. CRS' Hygiene Promoters will lead training on hygiene SBCC messaging for schoolteachers. CRS will supply school communities with posters and manual, and distribute hygiene kits including.

6.2 Support School Health Committees

WFP, through subrecipient CRS, will identify schools where Health Committees are not active and work with the respective schools' Parent-Teacher Association to establish them.

6.3 Construct/rehabilitate WASH infrastructure

WFP, through subrecipient CRS, will select 35 schools for the construction of permanent handwashing stations, latrine rehabilitation, and sanitation blocks.

VII. Establish activities to promote literacy

The objective of this activity is to improve the learning environment for students, ultimately contributing to enhanced literacy outcomes.

7.1 Provide literacy materials

7.2 Establish peer tutoring

7.3 *Conduct creative writing competitions*

7.4 *Early Grade Reading Assessment*

VIII. Train Teachers and Administrators

The objective of this activity is to improve teachers' literacy instructional skills.

8.1 *Train teachers, administrators, and inspectors*

8.2 *Foster teacher mentorship and peer support*

Annex 10: Performance Indicators

Indicator Number	Indicator Type (Outcome / Output)	Result	Indicator	Definition	Unit of Measure	Data Source	Method/Approach of data collection	Data Collection	
								When	Who
MGD Standard 1	Outcome	MGD SO1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Proportion of learners who attain the specified threshold at the end of two grades of primary schooling, the beginning of the third year of primary schooling, or the equivalent levels of accelerated learning programs. Students and learners in formal and non-formal education programs should be included. Measures of the indicator will be determined in consultation with the country, and informed by national (or regional, if applicable) curriculum standards, and by international experience.	Percent	Early grade reading assessments	Cooperating Partners (CP) annual report through EGRA score	Baseline / Midline / Endline	CRS
MGD Standard 2	Outcome	MGD 1.3	Average student attendance rate in USDA supported classrooms/schools	This indicator measures the average attendance rate of males and females attending USDA supported schools. The indicator tracks any change over time in the attendance rate. The indicator doesn't rely on tracking individual student's attendance, but rather reflects an "attendance rate" calculated by how many children are in attendance at a given time compared to how many could be (based on enrollment).	Percent	student data from school/teacher attendance records can be collected and analyzed	Review of student attendance records maintained by schools collected from the Monthly school report	Biannually	WFP
MGD Standard 3	Output	MGD 1.1.2	Number of teaching and learning materials provided as a result of USDA assistance	This indicator measures the number of teaching and learning materials provided as a result of USDA assistance. This may represent a range of final 'products', including materials that are designed and	Number: Teaching/ Learning Materials	CP reports/ CP outputs matrix reports	CP outputs reports and school analysis report	Biannually	CRS

				then printed and published, or documents that are purchased and distributed. For the purposes of this indicator, however, the same material should only be counted once: in its final stage of USDA support.					
MGD Standard 4	Outcome	MGD 1.1.4	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	This outcome indicator measures the number of teachers/educators/teaching assistants who are using improved techniques and tools in their classrooms as a result of USDA assistance.	Number: Teachers / Educators / Teaching Assistants	CP reports/ CP outputs matrix reports	CP outputs reports and school analysis report	Annually	CRS
MGD Standard 5	Output	MGD 1.1.4	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	This is an output indicator measuring the number of teachers/educators/training assistants trained or certified directly as a result of USDA funding in whole or in part.	Number: Teachers / Educators / Teaching Assistants	CP reports/ CP outputs matrix reports	CP outputs reports and school analysis report	Biannually	CRS
MGD Standard 6	Outcome	MGD 1.1.5	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	This outcome indicator measures the total number of school administrators who are applying the new knowledge and skills received in USDA-supported training and certification programs.	Number: Administrators / Officials	CP reports/ CP outputs matrix reports	CP outputs reports and school analysis report	Annually	CRS
MGD Standard 7	Output	MGD 1.1.5	Number of school administrators and officials trained or certified as a result of USDA assistance	This is an output indicator measuring the number of school administrators and officials (e.g. principals, superintendents) trained or certified directly as a result of USDA funding in whole or in part.	Number: Administrators / Officials	CP reports/ CP outputs matrix reports	CP outputs reports and school analysis report	Biannually	CRS
MGD Standard 8	Output	MGD 1.3.3 MGD 2.4	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	This indicator measures the number of classrooms/schools/latrines/improved water sources rehabilitated or constructed in whole or in part by a USDA-funded project.	Number: Facilities	CP reports/ CP outputs matrix reports	CP outputs reports and school analysis report	Biannually	CRS
MGD Standard 9	Outcome	MGD 1.3.4	Number of students enrolled in school receiving USDA assistance	This is an outcome indicator measuring the number of school-age students or learners formally enrolled in school or equivalent non-school based settings for the purpose of acquiring academic basic	Number: Students	Monthly School report	Data will be collected from program participant records and reports, and school/teacher enrollment records.	Annually	WFP

				education skills or knowledge. This number may include learners enrolled in educational radio and/or TV programming.					
MGD Standard 10	Outcome / Output	LRP 1.4.2 MGD 1.4.2/2.7.2	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Number of education enabling environment policies/regulations/administrative procedures in the areas of education, including school feeding, school finance, assessment, teacher recruitment and selection, etc.,	Number: Policies, regulations, and/or administrative procedures and supplementary narrative	CP reports/ CP outputs matrix reports	Data collected at the project-level, through project records of activities and capacity building carried out by the project, observation, and analysis of the host government legal status of the various policies being addressed. Policies, legislation, and regulations should be submitted to USDA and attached in project reports.	Annually	WFP
MGD Standard 11	Output	MGD 1.4.3 MGD 1.4.4	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	The term "investments" is defined as public or private sector resources intended to complement existing/ongoing USDA-funded activities (i.e. education or nutrition activity, as described below), including resources provided for purposes of cost-share or matching. While the majority of such resources will be monetary in nature, non-monetary resources (e.g. in-kind contributions, labor, etc.) should be expressed in their respective dollar values. Data should be collected for four categories: "host government," "other public sector," "private sector", and "new USG commitments	U.S. Dollar	Internal finance report	Data will be collected by partnership records/agreements.	Annually	WFP
MGD Standard 13	Output	MGD 1.4.4/2.7.4	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	This indicator tracks the number of such groups that are supported by USDA during the reporting period. USDA support includes, but is not limited to, direct financial support (grants), coaching/ mentoring provided to the group, and/or training in skills related to serving on a PTA, SMC, or equivalent governance body.	Number: PTAs or similar	CP reports/ CP outputs matrix reports	Data from project, school, community, and/or administrative records.	Biannually	WFP

MGD Standard 14	Output	MGD 1.2.1 MGD 1.3.1 MGD 1.2.1.1/1.3.1.1	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	This indicator will collect the total quantity of take-home rations provided during the reporting period, in metric tons. Take-home rations are provided to a student, family, teacher, or other person in a USDA-supported project.	Number: Metric tons	CP reports/ CP outputs matrix reports	Participating partners will track the quantity of rations distributed during the reporting period.	Biannually	WFP
MGD Standard 15	Output	MGD 1.2.1.1/1.3.1.1 MGD 1.2.1 MGD 1.3.1	Number of individuals receiving take-home rations as a result of USDA assistance	Take-home rations transfer food resources to families conditional upon school enrollment and regular attendance of children, especially females. Rations are given to families typically once a month or once a term. They increase school participation and probably learning. Their effect depends on whether the value of the ration offsets some of the costs of sending the child to school.	Number: Individuals	CP reports/ CP outputs matrix reports	Participating partners will count the total number of individuals receiving take home rations at the project level, through reports and program data.	Biannually	WFP
MGD Standard 16	Output	MGD 1.2.1.1/1.3.1.1 MGD 1.2.1 MGD 1.3.1	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	A school feeding program provides meals, where the primary objective is generally to provide breakfast, mid-morning meals, lunch, or a combination (depending on the duration of the school day) to alleviate short-term hunger, increase attention span, facilitate learning, and obviate the need for children to leave the school to find food.	Number: Meals	CP reports/ CP outputs matrix reports	For this indicator, count the number of meals without distinguishing whether the same person received multiple meals. In that case, the person would be counted several times, which is acceptable for this indicator.	Biannually	WFP
MGD Standard 17	Output	MGD 1.2.1.1/1.3.1.1 MGD 1.2.1 MGD 1.3.1	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	A school feeding program provides meals, where the primary objective is generally to provide breakfast, mid-morning meals, lunch, or a combination (depending on the duration of the school day) to alleviate short-term hunger, increase attention span, facilitate learning, and obviate the need for children to leave the school to find food.	Number: Children	CP reports/ CP outputs matrix reports	Participating partners will count the total number of school-age children receiving school meals at the project level, through reports and program data.	Biannually	WFP
MGD Standard 19	Outcome	MGD SO2	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs.	Number: Individuals	Outcome survey report	Data will be collected from program observations, interviews, site visits, and reports.	Annually	WFP

MGD Standard 20	Outcome	MGD SO2	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs.	Number: Individuals	Outcome survey report	Data will be collected from program observations, interviews, site visits, and reports.	Annually	WFP
MGD Standard 22	Output	MGD 2.2	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	This is an output indicator measuring the number of health professionals or others trained or certified in safe food preparation and storage directly as a result of USDA funding in whole or in part.	Number: Individuals	CP reports/ CP outputs matrix reports	Data will be collected from program participant training records and reports.	Biannually	WFP
MGD Standard 23	Output	MGD 2.3	Number of individuals trained in child health and nutrition as a result of USDA assistance	This is an output indicator measuring the number of health professionals or others trained or certified in child health and nutrition directly as a result of USDA funding in whole or in part.	Number: Individuals	CP reports/ CP outputs matrix reports	Data will be collected from program participant training records and reports.	Biannually	WFP
MGD Standard 27	Output	MGD 2.4	Number of schools using an improved water source	This indicator measures the number of project/targeted schools using an improved water source.	Number: Schools	CP reports/ CP outputs matrix reports	Data will be collected at the project level, through reports and program data.	Biannually	WFP/CRS
MGD Standard 28	Output	MGD 2.4	Number of schools with improved sanitation facilities	This indicator measures whether there are adequate sanitary facilities at each project/targeted school and whether that sanitary facility meets the improved sanitation standards defined in the Millennium Development Goals (MDGs). T	Number: Schools	CP reports/ CP outputs matrix reports	Data will be collected at the project level, through reports and program data.	Biannually	WFP/CRS
MGD Standard 29	Output	MGD 2.5	Number of students receiving deworming medication(s)	This indicator measures the number of students in a fiscal year that have received deworming medication(s), usually through the distribution of deworming tablets at school.	Number: Students	CP reports/ CP outputs matrix reports	Participating partners will count the total number of individuals receiving the medication(s) at the project level, through reports and program data.	Biannually	WFP
MGD Standard 30	Output	LRP SO1 MGD SO2 MGD SO1	Number of individuals participating in USDA food security programs	This is an output indicator measuring the number of individuals directly participating in USDA-funded interventions, including those we reach directly and those reached as part of a deliberate service strategy.	Number: Individuals	CP reports/ CP outputs matrix reports	Data will be collected from program participant tracking records and reports, firm records, or through census or sampling of participating firms/farms/families/individuals, etc.	Annually	WFP
MGD Standard 31	Output	LRP SO1 MGD SO2 MGD SO1	Number of individuals benefiting indirectly from USDA-funded interventions	This is an output indicator measuring the number of individuals indirectly benefiting from USDA-funded interventions. The individuals will not be directly	Number: Individuals	CP reports/ CP outputs matrix reports	Data will be collected from program participant beneficiary tracking records and reports.	Annually	WFP

				engaged with a project activity or come into direct contact with a set of interventions (goods or services) provided by the project. This may include, for example, family members of students receiving school meals.					
MGD Standard 32	Output	LRP SO2 MGD SO2 MGD SO1	Number of schools reached as a result of USDA assistance	The indicator tracks the number of schools reached during the reporting period by any project activity. While this will commonly be schools reached with school feeding, it will also count schools reached with any other activity (even absent feeding), such as teacher training or other capacity-building activities, facilities improvements, PTA strengthening, etc.	Number: Schools	CP reports/ CP outputs matrix reports	Data will be collected from recipient records.	Biannually	WFP
MGD Custom 1	Outcome	MGD 1.1	Percentage of students who pass the grade in USDA supported schools	The indicator captures several aspects of the potential outcomes achieved through school feeding. The indicator is a proxy that measure students in USDA assisted school that that complete the last grade complete primary school.	Percent	Outcome survey report	Student data from school/teacher graduation records can be collected and analyzed	Annually	WFP
MGD Custom 2	Output	MGD 1.1.1	Percentage of schools using the teacher attendance tracking tool.	This indicator is defined as the total number of schools using the Teacher Attendance Tracker, expressed as a percentage of the total population of USDA-supported schools.	Percent	CP reports/ CP outputs matrix reports	Analysis of CP outputs matrix report	Annually	CRS
MGD Custom 3	Outcome	MGD 1.1.1	Percentage of teachers with consistent (>=80%) attendance in USDA supported schools	This indicator measures the percent of teachers who consistently attend class in USDA supported schools. Consistent attendance is defined as 80% attendance or higher.	Percent	CP reports/ CP outputs matrix reportss/ CP outputs matrix reports	Analysis of CP outputs matrix report	Annually	CRS
MGD Custom 4	Outcome	Custom Outcome 3	Percent of students participating in the peer tutoring who improve at least one level	This indicator is defined as the total number of students who improve at least one level, expressed as a percentage of the population of student participating in the peer tutoring	Percent	CP reports/ CP outputs matrix reports/CP outputs matrix reports	Analysis of CP outputs matrix report	Annually	CRS

MGD Custom 5	Outcome	MGD 1.2	Percentage of students identified as attentive by their teachers	This indicator is defined as the total number of students identified as attentive by their teacher, expressed as a percentage of the population of student	Percent	Outcome survey report	survey with a sample of teachers	Annually	WFP
MGD Custom 6	Outcome	MGD 1.3.2	Percent of children absent last week due to a health related problem (disaggregated by cause)	This indicator is defined as the total number of students absent last week, expressed as a percentage of the population of student	Percent	Outcome survey report	Class attendance register / Analysis of CP outputs matrix report	Annually	CRS
MGD Custom 7	Outcome/Output	MGD 1.4.1/2.7.1	Number of coordination and sectoral tables held with participation of at least three ministries	The indicator tracks the number of coordination and sectoral tables held with participation of at least three ministries	Number: coordination and sectoral tables	Sub-office reports	WFP internal reports from meetings	Annually	WFP
MGD Custom 8	Outcome	MGD 1.4.1/2.7.1	Number of monitoring visits conducted by government officials with newly developed monitoring tools	This indicator tracks the number of monitoring visits conducted each year by government officials using the tools developed through capacity strengthening activities.	Number: monitoring visits conducted	CP reports/ CP outputs matrix reports	Analysis of CP outputs matrix report	Annually	WFP
MGD Custom 9	Outcome	MGD 1.4.3/2.7.3	Number of donor insitutions contributing to school-feeding programmes.	The indicator tracks the number of donor insitutions who contribute to school-feeding programmes.	Number: donor insitutions	CP reports/ CP outputs matrix reports	WFP Internal Partnership system	Annually	WFP
MGD Custom 10	Outcome	Custom Outcome 1	Retention rate of students in USDA supported schools	The retention rate is defined as the share of students (total as well as disaggregated by sex) enrolled at the beginning of the school year who completed the school year (by either passing to the next grade, repeating the present grade, or graduating from school).	Percent	Outcome survey report	student data from school/teacher attendance records can be collected and analyzed	Annually	WFP
MGD Custom 11	Outcome	MGD 1.3.5	Percent of community members (PTA) demonstrating knowledge of educational benefits (disaggregated by parents, teachers)	This indicator measures the percentage of community members (PTA) demonstrating knowledge of educational benefits	Percent	CP reports/ CP outputs matrix reportss	Analysis of CP report	Biannually	CRS
MGD Custom 12	Output	MGD 1.3.1 MGD 1.2.1	Number of SILC groups created with the project support	This indicator measures the number of SILC groups created with the project support	Number: SILC groups	CP reports/ CP outputs matrix reportss	Analysis of CP report	Biannually	CRS
MGD Custom 13	Output	MGD 1.3.1 MGD 1.2.1	Number of people in SILC groups, (disaggregated by parents, teachers)	This indicator measures the number of people in SILC groups	Number: people in SILC	CP reports/ CP outputs matrix reportss	Analysis of CP report	Biannually	CRS

MGD Custom 14	Output	MGD 1.3.1 MGD 1.2.1	Number of PTA members Trained on SILC (disaggregated by parents, teachers)	This indicator measures the number of PTA members Trained on SILC	Number: PTA members	CP reports/ CP outputs matrix reportss	Analysis of CP report	Biannually	CRS
MGD Custom 15	Outcome	MGD 2.1	Percent of people who can cite the 3 critical moments for washing their hands	This indicator measures the percentage of people who can cite the 3 critical moments for washing their hands	Percent	SBCC Report	Analysis of outcome monitoring survey	Biannually	WFP
LRP Standard 3	Output	MGD 1.2.1.1/1.3.1.1 LRP SO1 MGD 1.2.1 MGD 1.3.1 MGD 2.5	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Productive safety nets are programs that protect and strengthen food insecure households' physical and human capital by providing regular resource transfers in exchange for time or labor. School feeding programs build human capital as it is used to encourage children's attendance in school and help them benefit from the instruction received. For purposes of this project, social assistance beneficiaries are only the children receiving school meals.	Number: Individuals	detailed lists of all participants	Data will be collected from program participant administrative records and reports.	Annually	WFP
LRP Standard 4	Output	LRP 1.1	Cost of transport, storage and handling of commodity procured as a result of USDA assistance (by commodity)	This indicator will collect the cost (in US dollars) of transport, storage and handling for procured commodities by commodity type.	US Dollars	project records,	Data will be collected by project records, firm/farm records.	Biannually	WFP
LRP Standard 5	Output	LRP 1.1.1	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	This indicator will collect the cost (in US dollars) of procured commodities by commodity type and source country.	US Dollars	project records,	Data will be collected by project records, firm/farm records.	Biannually	WFP
LRP Standard 6	Output	LRP 1.3.1 LRP 1.3.2 LRP 1.3.2.3	Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	This indicator will collect the quantity of commodities procured (in metric tons (MT) through USDA local and regional procurement program.	Metric Tons	project procurement records.	Data will be collected by project procurement records.	Biannually	WFP
LRP Standard 8	Outcome	LRP 1.3.2.1	Volume of commodities sold by farms and firms receiving USDA assistance	This indicator will collect the volume (as calculated in gross metric tons (MT)) of sales of targeted commodities by farms and firms receiving USDA assistance.	MT	Survey report	Data from assisted producers and firms may need to be collected separately.	Annually	WFP
LRP Standard 9	Output	LRP 1.3.2.2	Total increase in installed storage capacity (dry or cold storage) as a result of USDA Assistance	This indicator measures total increase in functioning (refurbished and new) cubic meters of storage capacity that have been installed	Cubic Meters	Survey report	Data will be collected through a survey of farmers about new storage facilities,	Biannually	WFP

				through USDA programming and leveraged during the reporting year.					
LRP Standard 11	Output	LRP 1.4.3	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	This indicator measures the number of individuals who have received short-term agricultural sector productivity training.	Number: individuals	CP reports/ CP outputs matrix reportss	Data will be collected from program participant training records, reports, or surveys.	Biannually	WFP
LRP Standard 12	Outcome	LRP 1.4.3	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	This indicator measures the total number of agriculture system actors participating in USDA-funded activities who have applied improved management practices and/or technologies promoted by USDA anywhere within the food and agriculture system during the reporting year.	Number: individuals	CP reports/ CP outputs matrix reportss	Data will be collected via sample survey of participants, census of private sector/government participants, project or association records, farm records, company/organization records.	Annually	WFP
LRP Custom 1	Output	LRP 1.3	Percent of school meals served that include locally sourced products	This indicator measures the percentage of school meals served that include locally sourced products	Percent	CP reports/ CP outputs matrix reportss	Analysis of CP report	Biannually	WFP
LRP Custom 2	Outcome	LRP 1.3	Percentage of commodities procured that meet quality standards.	WFP has a list of criteria for local products to be accepted for purchase for a school feeding programme such as products without rotting or white patches on the skin, clean, virtually free from visible foreign matter or parasites etc.This indicator measures the percentage of commodities procured that meet WFP's established quality standards.	Percent	CP reports/ CP outputs matrix reportss	Analysis of CP report	Biannually	WFP
LRP Custom 3	Output	LRP 1.4.1	Number of government officials trained in oversight procedures for food purchases.	This indicator measures the number of government officials trained in oversight procedures for food purchases.	Number: government officials	CP reports/ CP outputs matrix reportss	Analysis of CP report	Biannually	WFP
LRP Custom 4	Outcome	LRP 1.4.1	Number of OPAs mapped and registered by government officials trained in improved oversight procedures.	This indicator measures the number of OPAs mapped and registered by government officials trained in improved oversight procedures.	Number: OPA	CP reports/ CP outputs matrix reportss	Analysis of CP report	Biannually	WFP
LRP Custom 5	Output	LRP 1.3.1	Number of MT of salt provided	This indicator measures the number of MT of salt provided	MT	Cooperating Partner (CP) reports,	Analysis of CP report	Biannually	WFP

						monthly school report			
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WFP Haiti

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